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ABSTRACT

Project LEIF (Learning English through Intergenerational Friendship) is a program begun in 1985 in which an intergenerational core of tutors was trained to teach English to refugees in the Philadelphia area. The program has since expanded and been replicated in four other cities. This manual is intended to help those individuals or groups interested in developing programs similar to project LEIF. The manual consists of the following guidelines and suggestions for program design and implementation: (1) planning as an ongoing process; (2) materials and methods for teaching English; (3) recruitment of volunteers; (4) volunteer training; (5) getting volunteers started and keeping them going; (6) community building; (7) special considerations for using elders in the schools; and (8) assessment and documentation. Appended materials include a collection of news articles about the Philadelphia program and an annotated bibliography of materials for teaching English to speakers of other languages. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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PROJECT LEIF

Learning English through Intergenerational Friendship

Program Development Manual for building community across generations and across cultures

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Center for Intergenerational Learning
Temple University Institute on Aging
1601 N. Broad Street (083-40)
Philadelphia, PA 19122

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Acknowledgements

This manual, like Project LEIF itself, is the fruit of many people's experiences, inspirations and hard work. I'd like to acknowledge some of those people here.

Nancy Henkin, Director of the Center for Intergenerational Learning is a woman who stubbornly insists that America need not be segregated by age. It is because of her vision of a world where young and old benefit from one another's wisdom, wit and companionship that the spark for Project LEIF was created. The support of Evan Sorber, former director of the Institute on Aging, and Bernice Parlak, current director, have created an environment in which Project LEIF could flourish.

David Nee and Susan McCarthy at Burden Foundation made the leap of faith to back Project LEIF for its initial funding. Pat Biggers at Ford, Terry Langston at Public Welfare and Marilyn Hennessey at Retirement Research made it possible for us to benefit from what we learned, to improve, grow and talk to others about our experiences. Scott Wilson, in his role of project evaluator that first chaotic year, was a listener and a teacher.

The manual section about creating collaborative relationships grew out of experiences with Yang Sam, former director of the Southeast Asian Mutual Assistance Associations Coalition. Our continuing work has only been possible because of partnerships with leaders who are committed to the people in their communities: Carmen Aponte, Hang Chai, Nilsa Hernandez, Chin Hay Kho, Johnny Kuo, Bouliang Mounelasy, Samien Nol, By Sor and Hy Tau.

The following people are among those who worked on the Project and gave more than they were asked: Britta Benge, Chantha Chum, Brunilda Cruz, Khantay, Shiying Li, Sijin Li, Bee, Fong and Moua Lo, Cheri Micheau, Onelia Perez, Neang Tan and Yenlin Zhang.

Sally Hawn, Margie Mulhern and Nora Lewis were unsuspecting students who thought they were "just going to tutor for a while." Each of these women became profoundly involved- first with an elder, then with the program itself. Their impact on the evolution of LEIF is woven through these pages. Sally wrote many of the early "LEIFlets," and dreamed up some of our most interesting in-service training on Southeast Asian history. Margie began by tutoring a pre-literate Cambodian woman and went on to develop teaching and training materials to meet the special needs of those who do not have experience with print. Nora took over the coordination of Project LEIF in its third year. She has used her expertise in TESOL to provide top-notch tutor support and a wide range of in-service training opportunities. Nora strengthened our working relationship with the Chinese in Philadelphia, adding immeasurably to the scope and richness of our home "learning laboratory." Because of her excellent stewardship, Nora made my own shift of energies from our local effort to national replication almost painless.

I am grateful to the tutors and the elders in Philadelphia who have given of themselves over the last three years to figure out together what it takes to build community across generations and across cultures.

Finally, I owe thanks to my husband, Ziqiang Shi, who is behind me in everything I do.

Introduction to Program Development Manual

Project LEIF, Learning English through Intergenerational Friendship, is a model program, begun in 1985, in which an intergenerational core of tutors was trained to teach English to refugees.* In the first year, older volunteers tutored children in an elementary school and college age volunteers tutored older adults in their homes as well as in a community learning center in Philadelphia. The overall goal of the project was to enhance the language skills of refugees while promoting cross-age and cross-cultural relationships.

At the end of our demonstration year, we were delighted with the positive results. Over 2,100 hours of tutoring was provided to approximately 100 adults and 125 children by 52 tutors during the academic year. In our second year, we expanded to four learning center sites in Philadelphia, including an association for ethnic Chinese, a Cambodian Buddhist temple and a Latino senior center. By the end of the second year, progress became evident both in language learning and cross-cultural understanding. Our students and tutors reported learning a lot about one another, utilizing each other as resources, and creating friendships that have lasted. It seems clear: language learning and friendship are complementary goals—each creating the condition for the other.

Our third year brought new initiatives and new learning. Over the last year and a half we have worked with groups in Chicago IL, Portland OR, Dallas TX and Denver CO to replicate LEIF, adapting the model to the particular needs of new communities. The experiences of our colleagues across the country have broadened our insights and strengthened our conviction that we are heading in the right direction.

The purpose of this manual is to help others who are interested in developing similar programs. By drawing on our experience and the experiences of others, program developers can hopefully avoid some of the pitfalls we encountered and build upon our successes. Because the matching of youth with refugee elders is more complex than the component involving elders in the schools, the manual was focused accordingly. However, the same principles apply to the latter, and a chapter has been included on special considerations for placing elders in the schools.

We hope that this manual will help communities become whole again by strengthening links across the generations and across cultures. We would like to hear about your efforts—how they are going, and how the manual helped or could be more helpful. Please feel free to get in touch with us at:

The Center for Intergenerational Learning
Temple University Institute on Aging
1601 North Broad Street, USB - Room 206
Philadelphia, Pennsylvania 19122
(215) 787-6970

Good luck!

Gail Weinstein-Shr

Gail Weinstein-Shr, Ph.D.
December 1988

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SECTION I - PLANNING

In order to create an intergenerational program that is likely to succeed, the most important step is PLANNING. During this phase, the groundwork is laid for a seed that can blossom and grow. The length of this section is an indication of the importance of planning, a process which must continue as a program grows. In this section, you will find:

1.1 Community profile: needs and resources
- Community organizations and local leadership
- Creating collaborative relationships

1.2 Defining program goals
- Short-term goals
- Long-term goals
- Setting measurable objectives

1.3 Determining the program set-up
- Selecting kinds of classes
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1.1 Community Profile: Needs and Resources

Before starting any program, planners need to assess thoroughly both the **needs and resources** of the community they hope to serve. It is necessary to know the answers to these questions:

- Who are the non-English speakers in the region?
- What kinds of educational/social resources do they have?
- What ESL programs are available in the area?
- Whom do these programs serve/fail to serve?

An assessment of the community's resources and needs should be researched and documented with "hard facts and figures." This will be important both for program decisions and, of course, for finding financial support.

Crucial to understanding the community, including its needs and resources, is to be familiar with **community organizations and local leadership**. While state and federal programs may provide important services, it is only through grass roots organizations that program planners can learn about the needs of a group as members themselves perceive them.

- Are there any Mutual Assistance Associations (MAAs) in the area? Other kinds of self-help organizations?
- Who are the elected leaders of the groups to be served?
- Who are the informal leaders respected in the community?
- Who are the Americans with experience working with the group to be served?

Once the community's needs and resources have been assessed, it is time to **create collaborative relationships** with individuals and groups who agree on common goals. This process can be started by:

- creating an advisory board consisting of appropriate leaders and organizational representatives;
- sharing information with key people and organizations (keep abreast of community concerns, disseminate information about your efforts);
  and
- entering into partnerships with other organizations to enhance common goals.

The final point is an important one. Partnerships between different kinds of organizations bring all kinds of benefits. Working with others stretches and broadens our own vision. New perspectives challenge our old ways of thinking. Practically speaking, collaborative efforts expand the networks of all involved and broaden the bases of support for funding. True collaboration can be enormously empowering if these minimum requirements are met:

- mutual respect and trust of participating groups
- understanding of one another's goals and purposes
- joint control of decision making in program development
- clarification of roles and responsibilities
- mutual benefit from program results

Discussion of these points before any project is undertaken will ensure mutual understanding and provide a powerful basis for a successful collaborative effort.

1.2 Defining Program Goals

At the outset of program development, planners must ask what they hope to accomplish with this program, both in terms of **short- and long-term goals.** Is language acquisition the only concern or is there an equally strong interest in promoting cross-cultural understanding? What population of limited-English speakers is to be targeted?

Project LEIF placed emphasis on providing services to the elderly, who are often overlooked by mainstream agencies and planners. After this decision was made, it was necessary to define the group more clearly. Among Southeast Asian refugees, for example, **who are the elderly?** Are they people over 65? (How many over 65 made it across the Mekong river?) What about a grandmother of 50? What about a widow of 45? To decide, it is necessary to know who is in the community, and what are culturally appropriate definitions of categories such as "elders." One solution has been to accept anyone who is old enough to be a grandparent in their own culture. **Which groups should the program serve?** Will the focus be on immigrants or refugees? Will it be limited to certain groups? Once the target group has been decided, it is possible to move to the next steps.

It is also very important to set realistic parameters for the project. Specific objectives related to the following should be established:

- How many people will be involved in the project?
- What geographic areas of the city will be targeted?
- How many volunteers are needed?
- How many hours of service will be required?
- Are any materials (e.g. training manuals) going to be produced?

It is important to **set objectives which can be measured** in order to help you assess whether or not you are successful in your efforts. In our pilot year, Project LEIF's objectives were:

1) To recruit and train a corps of 25-30 teenagers, college students, and older adults to teach English as a Second Language (ESL);

2) To provide at least 6,000 hours of ESL tutoring to a minimum of 200 school-age and elderly Logan residents during a 10-month period;

3) To foster understanding and communication among diverse ethnic subgroups through the creation of cross-generational and cross-cultural relationships;

4) To increase the ability of elderly immigrants and refugees to access existing health and social services;

5) To increase the language proficiency of school-age children so that they could function more effectively within their educational institutions; and

6) To develop written and audiovisual materials which would facilitate the replication of this model project in other multi-cultural areas.

In Section VIII on Assessment & Documentation, an evaluation protocol is provided to show how we planned at Project LEIF to measure our progress toward each project goal.

1.3 Determining the Program Set-up

Once the goals are defined, it is then time to determine how the program will function. What kind of learning environment would best fit the program? In what capacity should the volunteers function? Answers to these questions will help determine the method used for evaluation.

Selecting kinds of classes*

There are many possible arrangements for providing English as a Second Language (ESL). In the following models, each has pros and cons which make it more or less suitable for different situations:

- in student's home/at learning center
- one-to-one/in small groups

Student's home—advantages (+) and disadvantages (-):

+ individual schedules can be accommodated
+ student and tutor can be responsible for communicating about absences without involving the coordinator
+ avoids problems with child care or student transportation
+ tutor has access to best visual aids—the student's own household, foods, furnishings
+ tutor has opportunity to learn more about needs, family and lifestyle of student
+ more intimate setting encourages growth of close personal relationship

- arranging individual schedules for students and tutors is time-consuming and can be very frustrating for coordinator
- coordinator must arrange individual meetings of introduction with tutor and student, preferably with translator
- variety of locations makes evaluation, assessment and record keeping much more difficult
- because of difficulty in observing tutors, it is hard to know what is being taught or how effectively it is being taught
- tutors must be willing to go to homes of students
- children can be noisy and distracting, other household members may "want in," bringing the focus away from the elder
- neither students nor tutors get the moral support of seeing other student-tutor teams, nor the opportunity for steady contact with the coordinator

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* adapted from Volunteer Coordinator Handbook, Tacoma, Washington.

At a "Learning Center"—advantages and disadvantages:

+ tutors and students have a chance to interact with others
+ elders may welcome opportunity to break isolation and be in a warm and comfortable gathering place
+ tutors can talk more easily, sharing teaching ideas and teaming up for joint excursions
+ the coordinator can be available to help suggest materials and ideas on the spot

- it is difficult to find hours that are agreeable to everyone
- if one part of a student-tutor pair do not show up, someone is left with nothing to do
- transportation and child care responsibilities may make it difficult for the student to get to the learning center
- the learning center is less personal and rich with "input" for language lessons, making it necessary to rely more on books and pictures than on "doing" (i.e., cooking)

One-to-One—advantages and disadvantages:

+ teaching can be geared to individual needs and pace
+ encourages personal friendships
+ easier to coordinate schedules
+ may be less threatening to a tutor with little teaching experience

- serves fewer in need
- could be "too intense" or "too personal"

Small Groups—advantages and disadvantages:

+ may be more comfortable for shy elders to be together
+ quicker learners can help the slower ones to understand
+ serves more people
+ caters to tutors who want more experience with teaching

- makes it necessary to place students carefully by level
- can be frustrating if levels are not equal
- may be threatening to tutor with little teaching experience
- makes it more difficult to form personal student-tutor relationships

When possible, program flexibility can be a great asset. At Project LEIF, a learning center was opened, and tutors and students were encouraged to arrange one lesson in the learning center and a second lesson in the home each week. In this way, tutors and students could have the advantages of both settings, while either setting could be used for both lessons in special cases. In addition, while most tutors were paired with one or two students, a few graduate students of TESOL were matched with small groups to provide them with the kind of fieldwork experience that they wanted.

Developing a Volunteer Job Description

The purpose of writing a job description is twofold. First, the **process** of developing a job description **helps to clarify expectations** of the volunteers and thus the aims of the program. Secondly, in recruitment, a good job description **helps to direct efforts to the type of volunteer needed** while letting potential participants know what is expected before they get involved.

The job description should **define specific responsibilities and qualifications** so that the volunteer can make a concrete commitment and feel treated like a professional member of a responsible, well-organized program. The description should also include a statement of how the volunteer's effort will benefit the student, and how the program will benefit the volunteer.

In the following pages, Project LEIF's **Volunteer Job Description** is provided as an example. In addition, a **Job Description Worksheet** is included as an aid for developing a new one.

Job Description

PROJECT LEIF

Learning English through
Intergenerational Friendship

Position

Volunteer English as a Second Language (ESL) Tutor

General Description

Teach basic English language skills to an elder Southeast Asian or Hispanic in your neighborhood

Specific Responsibilities

1) Participate in free 12-hour intensive tutor training
2) Provide 3 hours of tutoring per week (two 1 1/2 hour sessions) at a community center or in a student's home for at least 3 months
3) Share insights and problems with coordinator and other tutors
4) Participate in special activities and trips if you are available

Qualifications

1) Proficiency in English (other languages not necessary)
2) Interest in and enjoyment of people, especially those from other cultures
3) Patience, flexibility, good sense of humor

Training

1) Initial 12-hour workshop is required for basic teaching skills and cross-cultural training
2) Bi-monthly in-service meetings are optional, for new teaching ideas, tutor support, and information about the culture and history of learners

For more information, call Gail Weinstein-Shr at 787-6970

Worksheet
Volunteer Job Description

Job Title ____________________

Job Description ____________________

Qualifications ____________________

Responsibilities ____________________

Time Required ____________________

Contact Person ____________________

1.4 Setting up a Learning Center

If it has been decided that a central place should be set up for tutoring, there are several considerations to keep in mind to insure that the center is a warm, comfortable environment where learning and exchange are likely to take place.

Choosing the site should be a collaborative effort with community leaders of the ethnic group(s) to be served. It is assumed that the location of the learning center will be chosen according to the needs of the elders to be served. Certainly, they are less mobile than the English speaking youth who will tutor them. This is not to say that volunteers' needs should be ignored! Rather, it is assumed that they are more flexible and less vulnerable than those they are serving.

It is necessary to learn what kinds of institutions are comfortable and which are threatening. The following questions should be considered:

- Is there a place where ethnic elders already gather?
- Is there a community center where both the elders and the tutors will feel comfortable going?
- If serving elders from more than one ethnic group, will all groups feel comfortable coming to the chosen site?

When possible sites are identified, these questions should be considered:

- Is there sufficient space and tables and chairs for spreading out in pairs or small groups?
- Will someone be there to open the doors if the volunteer coordinator is unable to come for any reason?
- Is there access to a phone to call absent students or tutors on behalf of their partners? Can calls be received?

- What hours can the space be available? Is this compatible with the needs of the students and tutors?

- Is there a place to safely store books and materials?

- Is there an area to set up a coffee pot or serve juice and cookies for tutors and students to gather and chat before and after lessons, or on breaks?

- Is there any possibility for child care on the premises or very nearby?

- Is the site close to public transportation for tutors who may be coming from a distance?

Setting learning center hours should be done with the needs of both the students and tutors in mind. Elders usually prefer daylight hours. Ideally, lessons can be given at times when elders are already at the center for other activities (such as before or after a lunch program). On the other hand, volunteers may have jobs which make it impossible to come during week days.

Is there a way that everyone can be served? One solution is to have at least some daytime, some evening, and some weekend hours available. Before setting the schedule in concrete, it is necessary to know who the tutors are and what their schedules are likely to be. It is helpful to have a flexible arrangement with the learning center hosts, or an alternative site for those who cannot come during learning center hours.

Identifying resource people. Before the actual teaching begins, it is important to identify **bilinguals** who can help tutor-student relationships start and continue smoothly. Ethnic leaders such as presidents of MAAs may be too busy to be available consistently. Therefore, it is necessary to find accessible help for communication in advance. Paid or volunteer bilingual aides can be recommended by the ethnic leaders, or may be found among the families of the elders who are served.

The role of bilingual aid can be:

- to help ease the initial meeting of students and tutors by acting as a translator as they become acquainted and establish rapport
- to be available to help negotiate schedules or give messages of absences
- to answer cultural questions that the tutor might have
- to check with students regarding their feelings about the tutoring in order to provide helpful feedback to the coordinator or tutor
- to help in developing teaching resources

As the program grows, the program coordinator may become more involved with program development. At this time, it may be helpful to identify a **learning center coordinator** (perhaps a particularly steady and successful tutor), who can be responsible for maintaining the learning center by:

- opening and closing the site at learning center hours
- supplying refreshments for breaks
- keeping track of learning center attendance
- helping other tutors with materials or teaching ideas
- developing teaching resources
- documenting problems or tutor needs and reporting them to the program coordinator
- helping to administer pre- and post-tests

As bilingual resource people become involved and as tutors or interested community members take on more responsibility, the groundwork is laid for a strong program that really taps the resources and talents that program participants both bring with them and develop as their involvement increases.

Job Description

PROJECT LEIF
Learning English through
Intergenerational Friendship

Position

Bilingual Assistant, 10 hours/week

General Description

To facilitate student-tutor relationships and to work with Mutual Assistance Association (MAA) leaders on all aspects of Project LEIF.

Specific Responsibilities

1) Identify elders who desire tutors
    - collect demographic information
    - help to explain program

2) Provide the bridge for student-tutor communications
    - be present at first session (in Learning Center or home)
    - visit Learning Center weekly, translate for tutor-student pairs
    - help bridge communication in case of tutor or student cancellation or absence

3) Share insights and problems with coordinator and other tutors
    - keep phone logs on periodic discussions with students
    - keep weekly activity log

4) Participate in special activities and trips if you are available
    - attend weekly project staff meetings
    - help develop student-tutor activities that will foster cross-cultural friendship
    - report successes and problems to staff and/or project director

Job Description

PROJECT LEIF

Learning English through
Intergenerational Friendship

Position

Learning Center Coordinator, 10 hours/week

General Description

To run Learning Center and assist volunteers in all aspects of tutoring.

Specific Responsibilities

1) Open Learning Center, six hours weekly

    - arrange schedule with host organization and refugee leaders
    - open and lock Center at appropriate times
    - supply refreshments for breaks

2) Keep records

    - keep track of attendence and Monthly Tutor Reports
    - oversee maintenance of student files (including lesson plans and summaries)
    - keep log of activities
    - help to administer pre- and post- tests to monitor student progress

3) Act as a resource person for students and tutors

    - develop material resources--books, props, magazines, etc.
    - give teaching/lesson planning ideas
    - help promote tutor-student contact; follow-up absenteeism

4) Participate in special activities and trips if you are available

    - keep weekly activity log
    - maintain phone contact with "home" tutors
    - report student/tutor problems and needs to project director

5) Attend weekly staff meeting--provide input on project development

SECTION II- Teaching English: Materials and Methods

In order to set up a program that uses language teaching as a vehicle for community building, it is important to consider the approach to teaching very carefully. Decisions about materials, curriculum and approaches to teaching will both reflect and contribute to the kinds of relationships that are fostered by the program.

It is beyond the scope of this manual to provide an exhaustive set of instructions on English language teaching. It will be important to enlist the cooperation, whether on your paid staff or on the advisory board, of one or more professionals in the field of TESOL (Teaching English to Speakers of Other Languages) for decisions regarding methods and materials.*

The purpose of this section is to document some of the decisions made at Project LEIF regarding materials and methods and to provide some general guidelines for such decisions that will inevitably be made in the course of your program planning. In Appendix II, we provide an annotated bibliography of many of the books that we have found to be useful for the wide variety of adult learners we have served in Project LEIF.

In this section you will find:

2.1 Teaching language for communicative competence
- Early theories of language teaching
- Language competencies for problem-solving
- Meeting individual needs

2.2 Assessing language needs and resources
- Identifying elders in the community
- Student Information Checklist
- Sample Student Intake Form
- Need Assessment Checklist
- Placement testing

2.3 Choosing materials and curricula
- Building a library
- New Directions: Oral history

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* For information on contact people in your area, contact the international TESOL headquarters at 1600 Cameron Street, Suite 300, Alexandria, VA 22314. The telephone number is: (703) 836-0774.

2.1 Teaching language for communicative competence

At Project LEIF, we see our mission as twofold: The first is to increase the language and literacy skills of the elders with a focus on developing specific language competencies for daily life in a new environment. The second is to promote relationships across generations and across cultures in order to build community. Fortunately, these goals are mutually supporting.

In the 1950s and 60s methods of teaching English were based on structural views of language. Specifically, books and curricula were based on teaching grammar points in carefully graded order. The most popular method, based on behavioristic learning theory, was the audiolingual approach, in which students were required to listen and repeat in order to form "correct" language habits.

In the last two decades, second language teaching methods and materials have changed radically. Recent research has shown that to acquire language, it is better for learners to experiment and to make errors while interacting in meaningful communication than to avoid errors by limiting practice to listening and repetition. Materials and curricula, in turn, have shifted from a structural, or grammatical, organization to a more communicative orientation. Interest has moved from what students know about language to what they can do with it.

Trends in adult basic education have also had an important impact on language teaching, particularly in government-funded programs for refugees. In the 1970s, adult learning theory emphasized the importance of experience-centered learning growing from the needs and goals of the adult learner. These notions were operationalized as 65 "competencies necessary for an adult to perform successfully in today's society." By applying these ideas to language teaching, the federal government sought to support programs for refugees in which the explicit goal was self-sufficiency.

In response to this trend in teaching, materials have been published which emphasize "survival" language skills. In order to provide true survival skills, however, it is important for us to know what problems our students need to solve, and what resources they already bring to making it in their new setting. In a class of older Hmong women, the teacher (the author of this manual) dutifully taught her students how to read supermarket labels only to discover that the women bought their meat wholesale from a butcher and grew their own vegetables. While she had them practice filling out forms, observation in the home made it clear that the older children who had a facility with literacy did the family form-filling.

To assess language need requires knowing not only the realities of the host environment, but also what problem-solving strategies students already have. Adult students are not individuals in a vacuum, but rather, they are members of networks who have ways of getting things done. With more information on what problems really need to be solved and what resources are already available, it can become possible to teach language and literacy skills that will have the greatest impact because they truly add to resources for problem-solving. To get this information, it is necessary to talk to community leaders and, of course, to the elders themselves.

2.2 Identifying elders; Assessing language needs and resources

In order to plan language materials and curricula that are appropriate, it is important to know as much as possible about the elders that your program is targeting.

The best way to **identify elders** who want to learn English is through leaders of the community to be served. Since elder limited English proficient speakers often stay home, they are not highly visible, especially to outsiders. **Community leaders who know community members** are most likely to know the elders who want to learn English. Just as the tutors need to know what they are getting into, elders will be equally reluctant unless they know what is involved. As community leaders spread information about the program, they can begin to identify those who would like to participate. Bilingual aides can be very helpful at this important stage.

Referrals can also come from local agencies that deal with refugees and other limited English proficient elders. Special care must be taken, however, when the referral comes from an American. If a caseworker wants his/her client to learn English, **tutoring is not likely to be successful unless the motivation comes from the refugee him/herself.**

Once they are identified, it is important to **learn about the students and their language needs.** The following **checklist** suggests the minimum information that is useful for successfully serving a student.

_____Name

_____Address

_____Phone number

_____Nationality

_____Ethnic Group

_____Age

_____Sex

_____Marital Status

_____Children

_____Native language

_____Referred by

_____Other languages spoken

_____Literacy in those languages

_____Previous education in own country

_____Education in U.S.

_____Previous English experience: where, when

_____Present Employment: place, hours

_____ Emergency contact person

_____Time available for study

_____Transportation available

_____Place preferred

_____Literacy in native language

A sample **Student Intake Form** follows. It can be completed during recruitment or as the tutoring actually begins.

In addition, the bilingual assistant or community leader should try to learn as much as possible about the **student's goals and expectations**. A student-tutor team is more likely to be successful if the tutor knows why the elder wants to learn English and what they want to use it for.

The **Need Assessment Checklist** that follows can be adjusted with bilingual assistance to include or omit items of concern to the elders you are serving.

PROJECT LEIF

Student Intake Form

Date ______________

(Please Print)

Name ______________________________________
(First) (Last)

Social Security Number (optional) ______________ Phone ______________

Address ______________________________________

Marital Status ____________ Number of Children ______ Grandchildren ____________

Other Languages ______________ Literacy in Other Languages ______________

Education in own country ______________ Education in U.S. ______________

Previous English Experience: where, when ______________________________

Present Employment: place, hours ______________________________

Emergency contact person/phone ______________________________

Time available for study ______________ Transportation ______________

1. What language do your children/grandchildren speak at home?

2. Does anyone in your family help you to learn English?

3. Have you enjoyed studying English in the past?

4. Why would you like to be able to speak English?

5. What do you need and/or want to be able to read and write?

Tutor Assigned ______________ Date Matched ______________

NEED ASSESSMENT CHECKLIST

	Wants to learn		Can already do
	Yes	No	
1. Read to children	☐	☐	☐
2. Help children with homework.	☐	☐	☐
3. Read/write notes from/to child's school.	☐	☐	☐
4. Talk to child's teacher.	☐	☐	☐
5. Talk about family members.	☐	☐	☐
6. Read/write names of family members.	☐	☐	☐
7. Read/write own address.	☐	☐	☐
8. Use the phone book.	☐	☐	☐
9. Read aisle signs in the supermarket.	☐	☐	☐
10. Read food advertisements.	☐	☐	☐
11. Talk to sales clerks.	☐	☐	☐
12. Read bills.	☐	☐	☐
13. Write checks/money orders.	☐	☐	☐
14. Read/write letters (personal or business)	☐	☐	☐
15. Talk to doctor/dentist about medical problem	☐	☐	☐
16. Make a medical appointment.	☐	☐	☐
17. Read a prescription label.	☐	☐	☐
18. Make emergency phone calls.	☐	☐	☐
19. Ask for stamps at the post office.	☐	☐	☐
20. Talk to the landlord.	☐	☐	☐
21. Read the newspaper (specify section).	☐	☐	☐
22. Read books or magazines (specify type).	☐	☐	☐
23. Read labels, notices, signs and billboards.	☐	☐	☐
24. Read driver's manual/get a license.	☐	☐	☐
25. Ask for directions.	☐	☐	☐
26. Read/write directions.	☐	☐	☐
27. Read maps.	☐	☐	☐
28. Read calendar/write dates.	☐	☐	☐
29. Tell time/write time.	☐	☐	☐
30. Count money/make change.	☐	☐	☐
31. Read/write money amounts.	☐	☐	☐
32. Read/fill out job applications.	☐	☐	☐
33. Read help wanted ads.	☐	☐	☐
34. Get a (better) job.	☐	☐	☐
35. Read warning or safety signs at work.	☐	☐	☐
36. Read employee benefits pamphlet.	☐	☐	☐
37. Read/write specific occupational vocabulary.	☐	☐	☐
38. Read/write notes to/from co-workers.	☐	☐	☐
39. Talk to supervisor about reasons for lateness or absence.	☐	☐	☐
40. Interview for job.	☐	☐	☐

In addition to an elder's wishes expressed through a native language interview, it is useful to collect information through a simple **placement test**. At a minimum, the test should be able to distinguish four basic levels of English proficiency:

- pre-literate I
- pre-literate II
- beginning
- intermediate

Ideally, the placement instrument should reflect and help determine the curricula chosen. The following "benchmarks," taken from a Washington State effort, are a good guide for the kinds of abilities to look for.

The student is able to:

- respond to and make simple and direct requests for personal and family information
- recognize and spell family name
- exchange simple and common expressions of greetings, leave-takings, thanks, and apologies
- recognize orally and state cardinal numbers 0 - 1000 and ordinal numbers 0 - 100
- respond to and ask questions about time, weather and money
- respond to and state expressions of praise and disapproval
- identify and name body parts and symptoms
- provide basic emergency information over the telephone

A model of an assessment that also checks writing abilities is provided by the pre-test for Emergency English for Refugees by Martha Lane, published by Lutheran Church Women. This is a useful guide because it also is based on functional competencies, or use of oral and written language for specific real purposes. A more complete placement instrument can be designed from the checklist on the previous page.

2.3 Choosing materials and curricula

Appropriate materials can best be chosen after learning what elders want English for. The **Annotated Bibliography** in Appendix 2 is a collection of some of our favorite materials organized according to **level of proficiency** and **organization of material.**

In general, language teaching materials can be organized in a number of ways. Many of the materials we have used at Project LEIF are organized around three basic categories.

A **topical or situational** approach to language teaching is reflected in the checklist provided in section 2.2. That is, language teaching is organized around the **functions** of language for specific situations in daily life. Lane's Emergency English for Refugees and English for Adult Competency by Keltner, Howard and Lee are examples of books that are organized around language **situations.**

The most common breakdown of language texts is by **skills,** specifically listening, speaking, reading and writing. Some materials focus on the separate skill areas, while others, such as Bodman and Lonzano's No Hot Water Tonight combine all of these skill areas in every chapter. We have found at Project LEIF that when elders begin they often want to focus on a particular skill. We encourage tutors of new arrivals to concentrate on listening and speaking skills. To our surprise, however, even those with limited experience with print enjoy having their own books and working with pencil and paper.

A third way that texts can be organized is by **structure**, or grammar points. Recent publications such as Side by Side by Molinsky and Bliss have made grammatical structure fun to learn and practice. We have found that learners who have had more formal education tend to enjoy studying language through grammar.

Supplementary materials such as songs, poetry, folktales, short stories, news article and interviews of refugees themselves can provide variety and richness in the learning experience. One Hmong elder brought a National Geographic to the attention of his tutor. To the tutor's surprise, a photograph of the man's village was featured in the cover story. Tutors who are open to new ideas may find that their own students are the best source of materials or directions for study.

As language proficiency increases, elders' needs and wishes may change. One way to help tutors keep the learning experience fresh and interesting is to **build a library** of materials. Publishers will often send free copies of books to program directors who are in a position to purchase in the future. Salespeople who staff book exhibits often give away sample copies at the end of conferences. At Project LEIF, we encourage tutors to save favorite books for our collection. Through our team effort, we have created a wonderful collection where tutors and students can always browse when they are ready for something different.

This year at Project LEIF we are exploring **new directions in curriculum**. We plan to adapt the the **learning experience approach** to our student's needs. In this approach, a learner dictates their experience to a tutor , who writes down the text as a basis for reading instruction. Our colleagues in Chicago found that Khmer elders were eager to respond to this question: "What do you want your grandchildren to know about Cambodia?"

We are also working on a plan to train tutors in methods of **oral history collection**. We see in this project a role for bilingual children or grandchildren who live in the household. It is our intention that the creation of the story become a household endeavor, from the elder, through the children into a text that can be saved and passed on. Our plan is to collect individual stories for a collective text to be shared by all project participants. As the project continues, the text will grow.

Section III- Recruitment of Volunteers

When faced with the task of finding volunteers, coordinators often become so desperate that they eagerly accept anyone who expresses even a mild interest in teaching. A better approach is to view the recruitment process as an **opportunity to select** the most appropriate volunteers, with the understanding that a program can **begin on a very small scale,** and if it runs well, it will grow naturally. Recruitment has a "snowballing" effect. Satisfied volunteers talk about their experiences with others, and sources of volunteer referral will steer others toward a program that benefits it participants.

This section will provide some suggestions for **locating volunteers,** informing them about your program, and learning about them. In this way, it is possible to discover what kinds of resources the volunteers have to offer the program, how the program can keep the volunteers satisfied and active, and finally, how to handle situations in which a volunteer might not be well suited to tutoring.

In the pages that follow, you will find:

3.1 **Locating Volunteers: Activating the grapevine**
Sample Brochure
Sample Workshop Flyer
Checklist for Recruitment Ideas
Recruitment Contact Form
Media Strategy Chart

3.2 **Orienting Potential Volunteers**
Preparing an Information Packet
Volunteer Phone Log
Small Group Orientation

3.3 **Learning About Volunteers**
The volunteer interview
Volunteer Interview Form
Volunteer Contract
Volunteer Information Checklist
Sample Volunteer Intake Form

3.1 Locating Volunteers: Activating the Grapevine

Before starting a recruitment campaign, it is helpful to **target the types of volunteers needed** (available in the evening or daytime, community youth, graduate or undergraduate students, etc.). High school students, for example, would certainly not be able to work in senior centers that only operate during school hours.

Further recruitment efforts can become much easier and less time consuming if **records are kept of methods used and their effectiveness.** In addition, it is important to keep track of key contact people with notes on their suggestions and their actions.

Recruitment should be a collaborative effort in which cooperating groups or agencies can activate their own networks to find participants. One effective strategy is to provide direct presentations to groups such as classes, clubs, churches, or other settings where your targeted volunteers are likely to gather. Once the program is moving, word of mouth is the best way to activate the volunteer grapevine.

At Project LEIF, we have found:

- personal contact is crucial. Leaving literature is most useful after interest has been sparked through personal interaction: by mail, by phone, or preferably face to face.
- a 10-minute slide show, made from photos taken over the pilot year, has been an enormous asset to help groups visualize what it would be like to be a tutor. For more on this, see Section VIII.
- at the project outset, recruitment was difficult and slow. With experience and the development of key contacts, business has boomed. Don't get discouraged.

At Project LEIF, becoming more **realistic in our expectations** enabled us to better plan for the use of space and to more accurately anticipate how many students we could serve. For every 100 requests for information, about 50 people actually show up for an orientation or interview (see next section). Of those, 40 might sign up for training, and 30 might show up. By the time students and tutors are matched, only 25 of the original 100 people who call are likely to become steady tutors.

Project LEIF

Learning English through Intergenerational Friendship

Xia, a 60-year-old Hmong man, once farmed with his family in the lush hills of Laos. When the government fell in the war, Xia's sons joined the American soldiers, while he fled with the rest of the family. They made their way through the Lao jungle to the Mekong River, which they crossed on a bamboo raft in the middle of the night. The group was brought to a Thai refugee camp, where they were to wait with 30,000 others for three years. At last, Xia was resettled in Philadelphia with his daughter-in-law and his grandchildren. He has never heard from his sons.

Since 1975, more than one million refugees from Southeast Asia, Latin America, Eastern Europe and the Soviet Union have settled in the United States. A substantial number of these refugees are older adults, whose special needs are typically ignored in traditional educational programs. Once considered the pillars of their families, older adults now experience isolation, frustration and low self-esteem. Intergenerational tension is growing as the youngsters in refugee families often reject the traditional values of their grandparents and refuse to speak their native language.

PROJECT LEIF pairs college-age volunteers with elderly refugees to tutor English as a second language. In this way, elders can break their isolation and regain self-respect. Tutors learn about new cultures by getting to know their new neighbors. Through PROJECT LEIF, language is learned while friendships are formed across ages and across cultures.

Beyond the local program in Philadelphia, the Center for Intergenerational Learning is replicating PROJECT LEIF in 4 cities across the United States and fostering collaborative efforts on a national level among the aging, refugee, and education networks.

Join the LEIF team of tutors and . . .

GIVE
- two hours, two times a week
- patience and understanding
- a boost to a new neighbor toward becoming self-sufficient

RECEIVE
- cultural awareness training
- tutor training and support
- teaching materials
- an interesting cross-cultural experience

The Center for Intergenerational [illegible]

For more information, contact Dr. Gail Weinstein-Shr or Nora Lewis at the Center for Intergenerational Learning, (215) 787-6970.

Project LEIF is funded by the Public Welfare, Florence V. Burden, and Retirement Research Foundations.

Project LEIF

Learning English Through Intergenerational Friendship

If you speak English, you can help a refugee family in your neighborhood! Join our team of tutors and

Give:

- Your time 3 hours/week
- A boost to your neighborhood toward becoming self-sufficient

Receive

- Tutor training in English as a Second Language
- Cross-cultural awareness training
- Certificate of ESL training
- Ongoing supervision and tutor support

When and Where:

For more information, or to register,
Call Nora Lewis at Temple University
(215) 787-3212
Registration Deadline:

Checklist of Recruitment Ideas for Volunteer Teachers*

- ☐ Place a newspaper ad (Sunday is the best day); use neighborhood papers.
- ☐ Do a TV or radio spot (Public Service Announcement).
- ☐ Have your volunteers appear on talk shows (radio and TV).
- ☐ Get newspaper coverage (stories about your work and individual volunteers).
- ☐ Appeal directly to church congregations through newsletters, bulletins, or talks to groups (singles, retired, youth).
- ☐ Start a speaker's bureau (volunteers trained to give presentations for you).
- ☐ Share your needs and programs before local boards and commissions.
- ☐ Put fliers on key posting areas around town and in appropriate shops.
- ☐ Put ads where likely volunteers congregate:
  - selected college department bulletin boards (education, sociology, anthropology, psychology, English, foreign language, international studies).
  - student unions
  - community and senior centers
  - libraries
  - supermarkets and doctors' offices, laundromats, health clubs
  - unemployment offices
  - student employment offices.
- ☐ Encourage volunteers to recruit friends.
- ☐ Put ads in membership newsletters: associated ministerial associations, public school personnel newsletter, college faculty newsletter.
- ☐ Present a film or slide show (perhaps "Becoming American").
- ☐ Contact college and high school student associations.
- ☐ Explore college internship and community involvement programs.
- ☐ Talk to public relations people at local large industries about getting ads in their publications.
- ☐ Ask successful volunteer organizations how THEY recruit their volunteers… then follow their examples.
- ☐ Contact local resources:
  - SCORE (Service Corps of Retired Execs)
  - Volunteer Bureau of United Way
  - AAUW (American Association of University Women)
  - AARP (American Assn. of Retired Persons)
  - NRTA (National Retired Teachers Assn.)
  - NCVA (National Center for Voluntary Action)
  - Junior Chamber of Commerce
  - ServiceClubs (Rotary, Elks, Optimist, etc.)
  - League of Women Voters
  - PTA (Parent Teacher Association)
  - RSVP (Retired Senior Volunteer Program)
  - YWCA, YMCA, YWHA, and YMHA
  - Singles Organizations
  - Junior League
  - Literacy Council.

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* adapted from *Volunteer Coordinator Handbook*, Tacoma, Washington.

Project LEIF
Recruitment Contact Form*

Organization	Address	Contact Person	Comments

* Taken from *Volunteer Coordinator Handbook*, Tacoma, Washington

Project LEIF
Media Strategy Chart*

Strategy	Advantages	Limitations
Press Release (news)	• reaches wide circulation through print and electronic media • free publicity • press coverage lends clout	• not good for a limited/small audience • may not be the best place for reaching target audience • time of day (newscast), page article appears on (newspaper), size of article or length of story affects whether audience sees article and its effectiveness
Public Service Announcement (PSAs)	• "free ads" on air • good tool for public education	• often aired at odd hours (low audience; prime time goes to those who pay) • if station produces ad, often done in the cheapest way: one person talking; no editing, no slides or music, no film or tape • if you produce PSA, it must meet quality standards of station
Calendar Listings	• good for reminding people of date, time, place of events	• primarily good for event publicity; not for general PR • only gives who, what, where, when • may not be seen
Interview Show	• free publicity • allows you to clarify issues in more in-depth way (1/2 hour vs. one minute PSA or short article) • provides public forum for your issues • allows you to speak for yourselves (represent yourselves) rather than rely on interpretation of reporter	• limited audience • usually produced cheaply; appeal of "talking heads" limited; many people tune out after a short time

* Adapted from *Volunteer Coordinator Handbook*, Tacoma, Washington

Strategy	Advantages	Limitations
Slide-tape or Video	• visual presentation of issues, facts and resources • good stimulus for discussion • experiential (visually) • adds to feeling of event or festivity • creates sense of community involvement	• expensive (possibly) • need people to present the tape • need equipment • need people to put it together
Banner	• eye-catching • adds to feeling of event or festivity • creates sense of community involvement	• must see that banner delivered and taken down at proper times • each town has own stipulations • could cost up to $300 if done commercially
Public Service Advertisement (newspapers)	• could be more attention getting than an article • good as supplement to article for publicity for event	• must run a week to be effective (if only run a few days, some people may miss it) • costly (generally 25% off regular price of newspaper ads)
Event or Action	• good chance of getting coverage • gets public attention • could be entertaining or educational • brings issue to the streets or the community • allows you personal contact with public • creates media follow-up interest and image in community	• much planning necessary • time-consuming • materials may be needed • requires pre-publicity

Strategy	Advantages	Limitations
Press Packet	• gives media background information on group and issues • could lead to more in-depth story	• needs to be updated
Newsletter	• good for networking • in-depth information • provides forum for community people • acts as clearinghouse for information	• costly • time-consuming • needs a staff • needs submissions • needs to remain lively and relevant • needs mimeo, printer • needs deadlines
Press Coverage at Meeting	• informs those who did not attend meeting of decision/proceedings • more in-depth than press release • useful for raising public opinion	• possibility of misquotes • interpretation of reporter may differ from your own
Press Conference	• calls attention to a situation • useful for announcing findings, publication of facts, results of studies, clarification of an action, making announcements or demands, bringing out the press; makes an event out of your news	• difficult to find right time of day to hold so all press can attend and meet that day's deadline • difficult to get the press to come unless something very important • could be a lot of effort for little return • place is crucial

Strategy	Advantages	Limitations
Columns or Regular Features; Article Series	• provide in-depth public education on issues • provide forum • keeps your group/issue in public eye	• difficult to convince media to do • need enough information to generate several articles • weekly deadlines • takes lots of person hours • takes a lot of research
Photos/Artwork	• good way to bring visual attention to issues • attention-getting • could be used as filler	• could be costly • photos may not be returned • may send out more than get used (cost effective?)
Brochure, Handout, Mailer, etc.	• direct mail ensures you reach intended audience • is a tangible reminder for people • can be more eye appealing/attention-getting than articles	• could be costly • often thrown away • some people have an antagonism to mailings
Poster	• attracts attention • additional exposure	• need people to post • location of poster important (or may not reach audience) • cost

3.2 Orienting Potential Volunteers

As recruitment strategies become effective, people will call for information. This is a good time to send information, and if appropriate, to arrange an interview or orientation session. A useful **information packet** might consist of:

- your program brochure
- a volunteer job description
- a flyer on the next workshop
- a cover letter

The **volunteer phone log** on the following page will be useful for handling and keeping track of calls or other requests for information in a systematic way. This greatly simplifies the task of staying on top of where potential tutors stand.

In a larger program, it is helpful to invite potential tutors to a **small group orientation** session before the training. In Project LEIF's second year, when the number of potential volunteers grew enormously, we found it useful to run regular orientation sessions where we could show our slide-tape show, explain the history and purposes of the project, and answer any questions about tutors. By **clarifying expectations** before hand, you can enable those who may not be able or willing to make the commitment to tutoring to drop out before you have invested in training them.

In a smaller program the more formal orientation can be incorporated into the training itself. No matter how this is done, the better informed the potential volunteer, the lower the rate of attrition by the time students and tutors are matched.

Telephone Log
Potential Volunteers*

Workshop date: ____________________

Date ______________ Initials ____________
Name ______________________________
Address ____________________________
City ________________ Zip ____________
Telephone ___________________________
Where heard _________________________
☐ Send ___ Packet(s): Mailed ____________
☐ Confirmed for next workshop
Orientation date _______________________
Comments:

Date ______________ Initials ____________
Name ______________________________
Address ____________________________
City ________________ Zip ____________
Telephone ___________________________
Where heard _________________________
☐ Send ___ Packet(s): Mailed ____________
☐ Confirmed for next workshop
Orientation date _______________________
Comments:

Date ______________ Initials ____________
Name ______________________________
Address ____________________________
City ________________ Zip ____________
Telephone ___________________________
Where heard _________________________
☐ Send ___ Packet(s): Mailed ____________
☐ Confirmed for next workshop
Orientation date _______________________
Comments:

Date ______________ Initials ____________
Name ______________________________
Address ____________________________
City ________________ Zip ____________
Telephone ___________________________
Where heard _________________________
☐ Send ___ Packet(s): Mailed ____________
☐ Confirmed for next workshop
Orientation date _______________________
Comments:

---

* Adapted from *Volunteer Coordinator Handbook*

3.3 Learning About Volunteers

There are two important reasons to learn as much as possible about the volunteers in your program. By understanding their needs and interests, a coordinator can satisfy the volunteer while making the best possible use of the available human resources for program goals. This can be done through a tutor interview and by collecting information on a **Volunteer Intake Form.**

In a smaller program, a volunteer interview is the ideal way to learn about potential tutors. On the following page, a **Sample Volunteer Interview** provides an idea of the kinds of questions we found useful at Project LEIF. The aim is to explore possibilities for mutual satisfaction; how LEIF can support the tutor, and how the tutor can contribute to LEIF.

If the coordinator feels, after the interview, that the volunteer is not appropriate to teach ESL to refugees, THIS IS THE TIME TO SUGGEST ALTERNATIVES.

- Describe other ways the volunteer may be suited to help the program (type, provide transportation, babysit, make materials, public relations, etc.);
- Refer the volunteer to a local volunteer bureau for a more appropriate placement.

Potential volunteers may want an opportunity to think more about teaching before making a final commitment. While waiting for the next training, new tutors can visit the learning centers and talk with other tutors. This can help give a picture that the coordinator cannot provide.

Tying up a successful interview is done by clarifying scheduling needs, signing the tutor up for training and, optionally, providing the tutor with a **contract** which states their commitment to the program. A sample contract is provided in the following pages.

In a larger program, individual interviews may be too cumbersome for an overworked program coordinator. At Project LEIF, now that we have several Learning Centers, Learning Center Coordinators will interview tutors for their own centers **after the training** but **before** matching them with students.

PROJECT L.E.I.F.

VOLUNTEER INTERVIEW FORM

Name ______________________________

Learning Center ______________________________

Address ______________________________

Telephone ______________________________

School & Program Affiliation ______________________________

Past volunteer experiences? Tutoring or teaching experiences?

If yes, how did you enjoy them? What do you feel you gained from them?

Why are you interested in LEIF in particular?

What do you hope to get out of it?

(For students) What do you study?

What are your career goals?

(For TESOL/Adult Ed Students) What theoretical issues interest you?

Other possible contributions to LEIF you'd like to get involved with? (e.g., in-service ideas, materials development, assessment, etc.)

General Comments:

Volunteer - LEIF Contract

As a volunteer, I will:

- assist a person for whom English is a second language in learning or improving their English language skills so that s/he can function more fully in the community;
- commit three (3) hours teaching time per week, preferably spread over two (2) days, for at least three (3) months; and,
- keep written records of lesson plans and monthly reports to be turned in to the Learning Center coordinator.

As a support institution, LEIF will:

- provide TESOL training in two (2) six-hour sessions;
- supply teaching materials;
- provide support and translation when needed to aid development of relationship with student;
- assist the teaching process with ideas for lessons;
- run a Learning Center near student's home as a place for teaching and sharing ideas with other tutors; and,
- host informative in-services and group activities.

I understand that if I participate in the twelve-hour training session, but do not tutor, I will pay $25.00 for the training received and return all materials.

____
Director, Project LEIF

____
Volunteer Tutor

Certain kinds of information about potential tutors can be especially important at the project outset for scheduling and student-tutor matching. At Project LEIF, for example, one tutor who was interested in embroidery was matched with a Hmong refugee who did a lot of decorative sewing. Tutors who were only free at night were matched with students who were employed. Personal interests and logistical restraints are both important considerations. The better planned the match, the more likely it is to succeed.

To get this kind of information, we have developed a **Tutor Intake Form**, provided on the next page. This is also extremely useful at the project end to analyze data to plan for the next project year. Tutor intake information can shed light on which recruitment strategies were most effective, what kinds of tutors seem to stay the longest and where the best sources of volunteers are. The form can be filled out at an interview or at the training itself.

The following **checklist** includes some of the information that is useful to have about potential volunteers. Space has been left for additions.

Checklist
Volunteer Information Form

___Name

___Address

___Home and Work phones

___Age

___Travel/intercultural experiences

___Foreign languages spoken or studied

___Interests and Hobbies

___Special training skills

___Educational level

___Teaching or related experience

___Previous volunteer experience

___Person to contact in case of emergency

___How volunteer heard about program

___Transportation available

___Times available for training (weekdays, evenings, weekends)

___Times available for teaching (weekdays, evenings, weekends)

___Length of commitment to teaching (number of months or weeks)

___Teaching preferences (sex, number of students, location)

___Vacations or other restrictions on volunteer time

___Employer

___Work history

___Reason for wanting to teach ESL to refugees

Project LEIF
Volunteer Intake Form
(Please print. Thank you). Date ______________

Name ________________________________ Phone ______________

Address ____

City ______________________ State __________ Zip __________

Age _____ Sex ___________ Race ___ Last degree completed __________

Please check all the statuses below that apply to you and fill in additional comments as indicated.

☐ Full-time student ☐ Part-time student (School, area of study) ______________

____

☐ Employed (where, what) ______________________________

☐ Unemployed ☐ Retired Level of Education ______________________

3. Skills, hobbies or interests that you might like to share with student/other tutors:

4. Have you had past volunteer experience? ☐ Yes ☐ No. If yes, what did you enjoy about it most and what did you gain from it?

   Have you had any tutoring/teaching experience? ☐ Yes ☐ No. If yes, describe situation and length of time.

5. Do you speak any other languages? ☐ Yes ☐ No. If yes, please identify including level of ability.

6. Why are you interested in working with Project LEIF?

7. How did you hear about Project LEIF?

8. Do you have a car? ☐ Yes ☐ No.

SECTION IV- TRAINING

Volunteers deserve **professional ESL tutor training** as well as a thorough **orientation** to both **the program** in which they will be working and **the community** that they will be serving. Adequate training at the outset of the program can provide structure that will instill confidence in the tutors. Useful cultural information lays the groundwork for cross-cultural understanding and trust. This section makes suggestions for:

4.1 Content and format of training
Minimum suggested content
Sample Workshop Agenda
Explanation of workshop components
Sample Certificate of Attendance

4.2 Evaluation and follow-up
Training assessment as on-going process
Sample Workshop Evaluation
Sample Post-Workshop Staff Notes

4.3 Finding competent trainers
Volunteer literacy organizations
Universities
Local TESOL organizations

4.4 Making the arrangements
Before training
During training
Special tips
Community Resources Chart

4.1 Content and Format of Training

Content and format of the workshops will vary according to needs, but basically a workshop should minimally include:

- a chance for tutors to get acquainted and to share their fears and excitements
- an orientation to the program (slide show, film, other presentation)
- cultural information about the groups to be served
- a sensitivity exercise to demonstrate how it feels to learn another language
- specific techniques for teaching listening, speaking, reading and writing English (with emphasis on first two)
- thorough orientation and practice with materials to be used in program
- basic techniques for building a lesson from scratch and for adapting materials to individual needs
- an evaluation of the training by participants
- some kind of certificate to recognize tutor attendance
- a chance to meet long-time project participants

On the next page is a sample training outline which was conducted in four (4) separate three (3)-hour sessions, spaced over two weeks. Tutors met their students prior to the third session so they could have a practical base for their questions and concerns. Also provided here is a list of materials given as handouts during training, as well as a sample certificate that can be adapted for use in other programs. In-service follow-up training is discussed in Section V.

Project LEIF Training Workshop

Friday, February 3, 1989 3:00 p.m. - 6:00 p.m.

I. Introductions - Getting Acquainted

II. Sensitivity Exercise: Learning a Second Language

III. Basic Principles of Teaching Spoken English
  a. vocabulary
  b. sentence patterns
  c. useful expressions
  d. pronunciation

IV. Designing a Lesson from Scratch

V. "Homework" Assignment for Part II of Training

PART II
Saturday, February 4, 1989 1:00 p.m. - 4:00 p.m.

I. Review of Principles of Teaching Spoken English

II. Preparation of Group Practice Lessons

III. Teaching a Non-English Speaker

IV. Who are the Southeast Asians and how did they get here?

V. Latinos in Philadelphia

VI. Cultural Quiz

VII. Arrangements for Matching/Meeting your Student

PART III
Saturday, February 18, 1989 9:00 a.m. - 12:00 noon

I. Matching Update - Tutoring Arrangements

II. Basic Principles of Teaching Reading and Writing
  a. introductory exercise - functions and uses of literacy
  b. using commercially prepared materials
  c. using the language experience approach
  d. teaching nonliterates and beginners

III. Materials and Supplements

IV. Homework Assignment for Part IV

PART IV
Sunday, February 19, 1989 1:00 p.m. - 4:00 p.m.

I. Preparation of Group Lessons

II. Practice Teaching a Reading/Writing Lesson

III. Recordkeeping

IV. Workshop Evaluation

Tutor Reception - 3:30 p.m.

Project LEIF
Training Packet Contents

Part I

- Table of Contents
- Project LEIF Staff and Learning Centers List
- Tutor Intake Form
- Tutoring Preference Form
- Volunteer Contract
- Newspaper articles on LEIF
- Project LEIF Annotated Materials List
- Sample Lesson Plan on Health with Picture Handout on the Body
- Blank Lesson Plan forms (2)
- Some General Tutoring Hints*
- How to Teach a Lesson*
- "Why Doesn't Their English Sound Like English?"*
- A Checklist for Contrasting English and Student's Language*
- Pre-Attitude Scale

Part II

- A Quick Cultural Quiz*
- What Went Wrong?*
- Handouts on Students' Languages and Cultures (on Indochinese Refugees, Immigrant Chinese, Hmong, Cambodians, Laotians, Vietnamese, Hispanics)
- Map of Southeast Asia

Part III

- Samples from a Variety of Reading and Writing Texts (Emergency English, Passage to ESL Literacy, English for Adult Competency, No Hot Water Tonight, The Family from Vietnam, Stories We Brought With Us, Forestville Tales, Tell Me About It, Side by Side)
- Basic Steps for Using the Language Experience Approach
- Sample Language Experience Story and Activities
- Do's and Don'ts for Teaching Reading to Nonliterates

Part IV

- Tutoring Procedures
- Procedures for No-Shows
- Instruction to Temple Mile Tutors
- Monthly Report Forms (6)
- Lesson Plan Forms (6)
- Workshop Evaluation

* From M. Lane, Emergency English: Handbook for Tutors

Explanation of Workshop Components

A. Introductions

Objectives: To "warm participants up," to set the mood for cooperation and mutual support among trainees,to help them become engaged in the training process, to identify resources and obstacles to effective participation.

Techniques:

1. Trainer asks participants to turn to a neighbor and discuss with one another the following question: "What excites you most about working with a refugee?" After five minutes, trainer invites tutors to make responses public to the group, lists excitements on newsprint, posts on wall.

2. Trainer asks participants to talk in pairs about the following question: "What are your greatest fears about working with a refugee?" Again, after a few minutes, responses are recorded on newsprint and hung on wall to be reviewed at end of training, to see if any excitements or fears have changed as a result of the training.

Issues raised: In this component of training, the issues that often arise are excitements about learning about a new culture, helping someone out, making a contribution to the community, learning some professional/teaching skills. Issues raised regarding fears are usually about feeling inadequate as a teacher, not being able to communicate, offending someone of another culture without knowing it, having specific techniques to use. These often change by the end of the training; it is good to review this list explicitly at the close, so trainees can see how far they have come and the trainer can see what further support is needed.

B. Information on Target Populations

Objectives: To dispel stereotypes, to stimulate interest in learning more about target culture groups, to provide trainees with information about the language and culture of people they will be serving to enable them to be more effective and more sensitive to individual cultural and linguistic needs.

Techniques:

1. Elicit from tutors what they know about particular groups. Depending on population to be served, use this as a starting point for provision of information about immigrants versus refugees, literates versus non-literates, older versus younger learners, etc.

2. Invite community leaders from ethnic groups served to give presentations on the population, including how they got here and their special resources, needs and concerns.

3. Provide specific information with accompanying handouts regarding demographics, history of the migration, cultural resources, features of the language, customs, etc. as well as any other issues that are salient from #1 above.

4. Provide handouts or reading lists for further study, and encourage trainees to scout information on their own to contribute to a project resource file.

Issues raised: Information about ethnic groups and how they arrived where they are is important for dispelling racial and cross-cultural hostilities that arise when groups do not have information about each other. Because trainees will, in effect, become cultural ambassadors, it is important that they be armed with information that they can then help to disseminate.

C. Language Sensitivity Exercise

Objectives: To enable trainees to see what it feels like to learn another language, to sensitize them to the struggles that their students will face, to provide them with first-hand experience regarding the techniques that they will be trained to use.

Techniques:

1. Set up language sensitivity with guided fantasy in which trainees are helped to imagine that they have just arrived in a foreign setting where no English is spoken. Trainer provides part of lesson in foreign language, using techniques decribed below in D 1-4. Foreign language lesson can be used to prepare trainees for each skill area that they will be trained to teach.

2. After each language learning segment, trainer asks trainees how they felt, what helped them learn, what made learning difficult. Trainees are helped to reflect on specific steps that were used in teaching to be practiced immediately following their own learning experience.

Issues raised: Feelings of inadequacy, awkwardness or embarrassment; individual strategies for remembering the language taught and coping with the learning situation.

D. Basic Principles of Teaching English as a Second Language

Objectives: To prepare trainees with specific techniques and resources for tutoring oral and written language skills as needed by students; to orient trainees to different components of language learning including oral and written skills; to help tutors recognize the relationship between written and oral language skills; to provide information and techniques for both mechanical aspects such as grammar and pronunciation, as well as communicative aspects including functions and uses of language.

Topics covered might include teaching vocabulary, "language chunks" (useful ritualized phrases or routines), sentence patterns (i.e. grammar), pronunciation, reading and writing, how to assess progress made.

Techniques:

1. Each component is demonstrated in the foreign language, trainees identify steps followed, techniques used by trainer to faciliate learning process.

2. Trainees divide into threes to practice teaching with techniques just reviewed. One trainee teaches (using English, or in the case of oral skills, using another language that they know). Second trainee takes role of student, third trainee observes, noting whether steps were correctly followed.

3. Trainees debrief in large group.

4. After all components have been demonstrated and practiced, trainees form groups of four or five which will practice teaching each component to limited-English proficient members of ethnic community to be served (see section H for more information).

Issues: It should be clear that any techniques taught are alternatives that exist among many within various approaches. Trainees should be made aware that no technique is perfect and should be helped to recognize the strengths and limits of each technique covered, along with its effectiveness in specific situations and its appropriateness for meeting individual student needs. Too much information about alternatives may not be appropriate at an initial training session. Alternative approaches can be supplied in follow-up in-service training when specific student and tutor needs are better identified.

E. Meeting Individual Needs: Designing a Lesson from Scratch.

Objectives: To enable trainees to individualize instruction to meet the needs of their own student(s); to enable trainees to plan lessons that are appropriate either with or without published materials for support; to provide trainees with resources to continually assess and reassess student's individual language learning needs.

Techniques:

1. Use group brainstorm to list topics that might be of interest to target population.

2. Have trainees select one topic for demonstration purposes.

3. Guide trainees through lesson plan, using framework which reflects components selected for the training including materials needed and content to be covered. Hand out outline of appropriate lesson plan format (see example on next page).

4. Have trainees design their own lesson in small groups, to be taught to guest learner as described in H below.

5. Reflect with group on ways of assessing students' own perceptions of their language needs.

Issues: Layers of complexity and difficulty; keeping students challenged but not frustrated; issue of pace and amount of material appropriate for different kinds of students; emphasis on specific needs of student; flexibility in changing course as teaching progresses; importance of planning and gathering materials ahead of time relation of lesson assessment at end of each session to future planning for review or adjustment of objectives.

F. Games for Fun and Practice

Objectives: To provide trainees with ideas for reinforcing some of the more mechanical aspects of learning numeracy and literacy skills in ways that are repetitive without being boring.

Techniques:

1. Concentration: Break trainees into groups. Supply each with a set of "concentration cards" made for the language used in the sensitivity exercise. This may consist of pairs of vocabulary items, expressed one time in written form and the other as a picture. Trainees place all cards face down, and take turns turning cards face up two at a time. If the written and visual form match, the pair is taken by the trainee and they then take another turn. If they don't match, the cards are returned to their original positions and the next trainee takes a turn.

2. Trainees brainstorm as a group some of the kinds of skills that can be practiced using "concentration"- such as capital and small letters of the alphabet, symbols for numbers along with the written word or a visual representation of the number of items, more complex items such as phrases which make sentences when properly matched, etc.

3. Trainees brainstorm or experience other games such as bingo, hangman, etc. that can be adapted for language learners of different levels.

G. Materials and Supplements

Objectives: The purpose of this component of the training is to provide trainees with a sense of the breadth and variety of materials that are available for working with adult learners, and to sensitize trainees to the appropriateness, the limits and the possibilities of various materials to the needs of particular students.

Techniques:

1. Trainees are provided with an annotated bibliography, which they are encouraged to add to as their teaching experience grows (See appendix). They are also provided with information about where each kind of material is available.

2. Trainees are provided with samples of materials with different bases for organization, such as focus on reading and writing versus conversation, organization by grammatical versus communicative or topical functions, material based on authentic texts (such as transcripts of interviews of refugees, or writing of advanced students), etc.

3. Trainees work through selected samples, discussing which texts are most likely to be successful for specific situations, and how to adapt texts for use by students with different levels of language competency.

Issues: In order not to overwhelm tutors who will be teaching for the first time, this component is covered quickly in the initial training as a resource for later. Trainees are provided with materials to begin with, and are encouraged to experiment and expand after they have established rapport using materials that we provide. We have found that several weeks after tutoring begins, trainees are ready to process new information on other options available. In-service training is an appropriate forum to explore this issue in more depth.

H. Practice Teaching a Refugee

Objectives: To provide trainees with hands on experience working with a non-native speaker, using techniques they have just learned in the safety and shelter of the workshop setting.

Techniques:

1. Arrangements are made to bring a group of learners to the workshop- preferably to create a ratio of 4 or 5 trainees to 1 learner.

2. Trainees are instructed to teach the lesson they have "designed from scratch" (see section E), taking turns so that each trainee is responsible for teaching at least one component of the lesson.

3. After each component, trainees are instructed to provide feedback for the "teacher" of the particular component, including two things that went well, and one suggestion for doing the component better. Trainers circulate freely, demonstrating when necessary.

4. After the entire lesson has been taught, students are thanked and dismissed. Trainees gather to debrief about the experience.

Issues: It is at this time that it becomes very clear if trainees have mastered effective ways for giving simple instructions and communicating what they want from the student. It also becomes clear if tutors themselves are not clear on what they want the student to do. Trainees should debrief about parts of the lesson that were most difficult to teach, those which were most/least successful. It is also a good idea in this forum for trainees to compare notes about the different kinds of learners, with special attention to culture, age, level of competency with the immediacy of the experience to draw on. We currently use this technique twice; once for listening/speaking skills, and once for reading/writing skills. In almost all workshop evaluations that we conduct (see below), this component of the training is inevitably ranked extremely high in terms of utility for processing and practicing the techniques taught earlier in the workshop.

I. Evaluation

Objectives: The purpose of evaluation is for trainees to reflect on the experience they have just had, and to provide valuable feedback for the trainers for designing/modifying future workshop design.

Techniques:

1. Private or individual reflections: Trainees are given 10 minutes to complete a written evaluation (see attached) which elicits reaction to each component of the training, including the utility of the component, as well as the trainees' confidence in their own abilities regarding that component.

2. Group discussion: Trainees are asked as a group to brainstorm aspects of the training that they enjoyed or found useful. These are listed on newsprint and posted. Trainees are then asked for suggestions for improving the training for the next time. These are also listed and posted.

3. Closure: The list of fears and excitements produced at the beginning of the training are brought out for review and discussion. Trainees comment on changes, additions or subtractions from the early lists.

Issues: Because of the difficulty of the task faced by trainees when they leave the workshop, we strongly recommend that a specific date for a follow-up meeting or in-service be planned BEFORE TRAINEES PART. Part of the purpose of the training is to provide both teachers and tutors with the kind of support necessary to carry on in a challenging situation. A buddy system in which pairs of trainees are encouraged to call one another regularly at first is one way of helping trainees hang in through the initial hurdles of language and literacy teaching. Of course, the trainees themselves are the best source of information and ideas about follow-up that would be most useful and effective to help them increase their mastery and their confidence.

J. Awarding of Certificates

Objectives: To recognize volunteer participation.

Technique: At last session of training, hand out certificates (see sample on next page).

K. Meeting long-time program participants

Objectives: To hear from someone who "knows the ropes", to give new reassurance from peers, to foster community among tutors.

Techniques: Invite long-time tutors to address the group about their experiences. Encourage a question and answer period. Provide wine or juice with snacks to encourage informal exchange between "old-timers" and new tutors.

We strongly believe that the initial training workshop can set the stage for the development of a teaching team that will stay connected, and thus will increase their commitment to learning about literacy, teaching techniques, the culture of their students, and ultimately about both their students and themselves.

The
Institute on Aging
Center for Intergenerational Learning
presents a

Certificate of Attendance

to

____

for completing twelve hours of training in
Teaching English as a Second Language

____
Director
Center for Intergenerational Learning

____
Director, Project LEIF, Learning English
Through Intergenerational Friendship

4.2 Training Evaluation and Follow-up

Since training will be an ongoing process in a healthy program, it is important to **assess the training** as part of the process. One form of assessment should be a written evaluation at the end of the workshop (see next page for **sample Training Evaluation Form**). Another way to give information to the coordinator as well as to provide closure for the tutors is to have an oral brainstorming session for the group at the close of the workshop on aspects of training that were helpful, as well as aspects that could be improved. Notes from this session could be added to written evaluations, and are useful feedback for future planning.

As part of training assessment and planning, LEIF staff reads tutor evaluations, and then meets to discuss their own assessment while the training is still fresh in mind. Included here is one set of staff notes resulting from a staff meeting soon after our fall training.

Just as the planning and assessment of training should be ongoing, the training itself should also be an ongoing process that does not end when the workshop adjourns. Information from the training evaluation, as well as other input from tutors in action can steer efforts for in-service training. This will be elaborated in Section V dealing with volunteer support.

At Project LEIF, the Director conducted the training herself. This made it possible to have a great deal of control over training content. One important process was encouraging Learning Center Coordinators or very committed tutors to **design and conduct modules for the training**. This stimulated creative thinking and sharing and added variety to the training. One tutor, for example, who was particularly interested in Latin America, prepared a short history of relations between the U.S. and the countries of origin of our students, explaining their migration. One Learning Center Coordinator, interested in special problems of pre-literates, prepared an excellent session on using games to practice literacy skills. As program participants learn through their experiences, they can be tapped as resources for expanding and enriching the training.

Project LEIF
Workshop Evaluation

Please take a few minutes to tell us your impressions of the workshop you have just completed. Your comments will help us support your tutoring. It's not necessary to put your name on this sheet. Thank you for your time and thoughts.

1. Please identify what you like most about the workshop, and why.

2. What did you like least, and why?

3. Please rate the quality of all aspects of the workshop you experienced, and comment on your ratings. Write in the number you feel each aspect rated:

   1- Very Poor; 2- Poor; 3-Adequate; 4- Good; 5- Excellent;

Aspect	Rating	Comment
• Orientation, slide show		
• Information on Southeast Asians in Philadelphia		
• Teaching vocabulary		
• Language sensitivity exercise		
• Teaching dialogues		
• Teaching pronunciation		
• Designing a lesson from scratch		
• Practice teaching an elder		
• Reading and supplementary materials		
• Using games to teach non-literates		

4. Please rate how confident you are now in your ability to teach the following, given workshop training sessions. **(Check one answer for each area).**

Area of Learning	**Very Confident**	**Confident**	**Somewhat Confident**	**Not Confident**
Dialogue				
Vocabulary				
Sentence Patterns				
Pronunciation				
Reading and Writing				

Please comment on your ratings.

5. Please identify areas or topics in which you would like to receive in-service training.

6. What suggestions do you have for us as we plan future workshops for new tutors?

Please hand this in prior to leaving today.

Sample - Staff Post-Workshop Notes

Problem(P)	Solution(S)
P - very hot room	S - bigger training space, perhaps Student-Faculty Center at Broad and Ontario.
P - Tutor request for more info on SE Asians	S - YS presentation was moving, but did not cover the necessary information. Ask him next time to give personal testimony, but do 15-minute background myself. Also, give out materials and require the reading before 2nd session. For now, plan December in-service about SE Asia, war, and cultural groups. In the works - a monthly series focusing on each country.
P - Tutor consensus on difficulty with dialogs.	S - revised format - include pre-made dialogs for specific topics. Practice in threes, with one person as a monitor. Do not expect tutors to write their own dialogs.

Suggested Training Changes 11/25/86

Margie will revise her games presentation to include explanation of one game in detail that tutors can try playing. They can brainstorm other ideas, and she can add to their brainstorm with a prepared list. Purpose is to involve tutors more rather than listen passively.

Nora will give out a list of topics in Oxford PD, EER, etc. for ideas from which to build lesson from scratch. Gail should be sure to explain at outset that this workshop provides one set of methods which tutors can choose to take or leave at the end. They should just suspend judgement temporarily and master them before they reject them. Acknowledge that there are other ways to go.

Format from last year will be reinstated in which the first workshop is day long, with two weeks for matching and reading, with 1/2 day follow-up.

4.3 Finding Competent Trainers

While program coordinators should preferably have experience with refugees and with teaching ESL, they may not have the expertise to run the training themselves. It is worth the investment of time to find good training resources—the workshop is the tutor's first experience with the program. Training that is boring or vague on techniques will lose good tutors.

There are several possible sources of volunteer trainers. First, it is helpful to investigate which volunteer literacy organizations operate in the program region. **Literacy Volunteers of America** and **Laubach Literacy International**, both based in Syracuse, NY, as well as **Women of the Evangelical Lutheran Church in America**, based in Chicago, IL, are among some of the organizations that provide volunteer tutor training. One should keep in mind that each organization promotes its own materials, so it would be wise to compare the approaches taken and the materials used. In Section II, information is provided on TESOL approaches and materials, with recommendations for their utility in community programs.

On the other hand, the president of a local **TESOL chapter** may be able to recommend resource people who have the expertise to train volunteers in the use of basic methods, while applying them to any materials chosen for the project. A wealth of human resources can also be found through **universities with graduate programs in TESOL teacher training.** By working through university programs, coordinators can begin to nurture collaborative relationships which can ultimately be the source of a program's greatest strength.

4.4 Making the Arrangements

Once the tutor trainer has been selected and the workshop agenda planned, a space should be arranged in which:

- there are movable chairs, tables, blackboard (or newsprint) available
- there is enough space for whole group presentations and small group discussion or practice
- there is a comfortable place for coffee and tea, and informal talk

Before the training, the coordinator should be able to check off each item on the following list:

☐ a minimum number of volunteers are confirmed to come
☐ new students are tested and ready to begin
☐ food arrangements have been made (brown bag or provided) for all-day workshops
☐ the training site is confirmed
☐ tutors have been interviewed and screened
☐ tutors have been called shortly before training as a reminder/check on their attendance

During the training, the coordinator should:

☐ make sure the trainer has everything he/she needs
☐ supply coffee/tea/cocoa
☐ attend the training and master the material
☐ be sure the tutors get adequate breaks

Special Tips:

- To avoid tutor burn-out, make it clear to volunteers that they are not responsible for attending to all the social, medical, legal and personal needs of their students. A **Community Resource Form** can be found on the next page, to be prepared by the coordinator before the workshop, or by tutors as a collective effort between group sharing meetings.

- Do not hand out materials to individual tutors until they have been matched and have begun tutoring. It is not a good use of the coordinator's time to hunt down books from tutors who have decided after the training that tutoring is not for them.

Project LEIF
Community Resources Chart*

Organization	Contact Person	Phone Number	Address	Comments
College ESL Program				
County Refugee Forum				
Dental Clinic				
Community Services Office				
Emergency Food				
Employment Office				
Ethnic Market				
Family Planning				
Fire Department				
Health Department				
Housing Assistance Association				
Legal Assistance				
Medical Clinic				
Mutual Assistance Association				
Poison Control Center				
Police Department				
Public Assistance				
Refugee Employment				
Second Hand Clothing/Furniture				
Sponsor				
Translator/Bilingual Friend				
Vocational Education				
Other				

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* Taken from *Volunteer Coordinator Handbook*, Tacoma, Washington

SECTION V- Getting Them Started and Keeping Them Going

While it is tempting to think of volunteers as "free staff," anyone who has run a volunteer program will debunk that myth. Volunteers are often not professionals—so they require intensive training and ongoing support for their teaching activities.

Individual volunteers decide to tutor English as a Second Language for a wide variety of reasons. During the interview, some of these motivations may be discovered, while others become more apparent over time. As needs and motivations are recognized, they can be better addressed, leading to more **tutor satisfaction** and, therefore, to longer and deeper commitment. In order to provide the kind of support that is necessary to sustain volunteers, it is helpful to know about some of the unspoken motivations that often underlie volunteer actions. **Older learners also need encouragement and support** for keeping at a learning process which is difficult and sometimes frustrating.

This section will provide tips for getting started as well as for **keeping students and tutors going:**

5.1 **Connecting tutors and students**
  Making the match
  The first meeting
  Checking in

5.2 **Teaching support**
  In-service training
  Tutor idea exchanges
  Tutor buddy system

5.3 **Keeping in touch**
  Phone logs - student and tutor
  Lesson plans
  Monthly attendance and summary
  Learning Center Coordinator Tutor Records

5.4 **Expressing appreciation**
  "Five motivations" checklist
  Tutor Appreciation Idea List
  Recognizing student achievement
  Sample Student Achievement Certificate

5.1 Connecting Students and Tutors

Once tutors have been trained and students' proficiency has been assessed, the matching process can begin. Of course, schedules and transportation provide the first restraints. A volunteer with less time to offer might be matched with a more advanced student who does not need as much intensive attention. It is suggested, when possible, to match students with same sex tutors. After the obvious technical details have been considered, the matching process is a matter of good intuition. Hobbies and interests, shyness or enthusiasm can all be taken into account.

Ideally, the first meeting should be eased by the presence of a **bilingual aide** to help the tutor and student exchange information and get acquainted. The student information form and proficiency assessment will help the tutor know where to begin. Tutors should be encouraged to make the first meeting short, to have a conversation to get a "feel" for their student(s)' level while **getting acquainted** and to put off a formal lesson until the next meeting.

If tutors and students are not meeting in the learning center, be sure to schedule a **check-in call** immediately after the lesson to see how it went. Tutors need the most support and encouragement at the beginning when they have not yet found their footing.

5.2 Teaching Support

> "The workshop focused on listening and speaking, but my student wants to practice reading."
>
> "My student has terrible problems with pronunciation, and I would like to learn some more techniques and materials for helping him."

When volunteers are in the initial training workshop, they cannot yet predict what the needs of their students will be. It is the job of the coordinator to see that they get the kinds of materials and teaching ideas that they need to meet the individual needs of their students.

When one tutor expresses a teaching need, it is likely that other tutors have similar needs or questions. **In-service** training sessions can address specific teaching issues brought up by tutors or by their students, while providing stimulation and fresh approaches even for those who did not originally voice the need. In-service sessions can help to **reinforce techniques** that were not fully mastered in the initial training. Once tutors have become comfortable with the basic curricular materials, periodic in-service sessions can provide an opportunity to **try new materials, change the routine, or learn about one aspect of language learning and teaching in more depth.**

- Reading and Writing Workshop:
  Language Experience and Other Approaches
- Using Games and Humor in Language Teaching
- Music for Language Learning
- Pronunciation and Listening Comprehension Workshop

In-service meetings provide an opportunity to bring in **resource people** such as TESOL instructors from local universities, or trainers from other programs. This helps to **widen the support network** from which tutors can draw. A positive outgrowth of in-service training is the opportunity for tutors to meet with one another, **to share experiences and trade successful teaching or lesson plans.** Tutor sharing sessions, even without an ESL "expert" can provide a great deal of support as tutors come to see one another as resources. It is a good idea to provide some kind of gathering opportunity for volunteers at least once a month, whether it is for specific in-service skills or just for sharing feelings and ideas.

One way to help new tutors get over the initial "hump" in teaching is to **assign buddies** at the first training workshop. With this system, buddies call one another after every lesson for the first couple of weeks, and then periodically after that. This helps tutors keep going when they are unsure or discouraged before settling into a comfortable tutoring routine.

5.3 Keeping in Touch

An important way to support tutors and students is to **keep in close contact** and to **keep track** of what is going on. The following pages provide sample methods of monitoring tutoring, keeping track of attendance, and getting feedback from both tutors and students on their needs. One way to take the pulse of the program, is through the use of **Phone Logs**. These tools make it possible to find out about minor problems before they become major and to assess needs for in-service training. Records of phone logs can be kept for analysis later in program assessment. This can help to avoid pitfalls in future planning. In addition, the phone contact itself often helps the tutors and students realize that they are part of a supportive network that is there for them.

At Project LEIF, the **Tutor Phone Log** that follows was used regularly by the Learning Center Coordinators, especially in cases where tutors could not use the Learning Center. The **Student Phone Log** was used by Bilingual Assistants, who translated it into their respective languages to talk with the elders on their own terms. This provided the students with a channel to guide the program and keep it on target with their needs. The five or ten minutes required for each phone call, we felt, was an excellent time investment to keep the program on target for needs of the participants.

TELEPHONE LOG: Refugees

(To be translated into languages of groups served)

Date _____________ Time call started _____________ Time ended ______________

Caller Name _________________________ Student Name _____________________

How many times a week do you meet with your tutor?

Do they make each session?

Have they missed any?

Where have you had the sessions? Is this a good place to meet? If not, why not? (How has that been working out?)

What do you think of your tutor?

What parts of your tutor's teaching have been the most helpful to you?

What has been most difficult in the tutoring?

Do you feel that you are making progress through the tutoring? In what areas?

Is there anything special you would like to work on with your tutor?

Is there any way we can help you and your tutor make the lessons more helpful?

TELEPHONE LOG: Tutors

Date ______________ Time call started ______________ Time ended ______________

Caller Name __________________________ Tutor ________________________________

Have you been able to meet with your student regularly? (If not, why not)

Where have you had the sessions? How is that working out?

How are the sessions going, in general?

What are some of your most successful lessons about?

What have been the greatest difficulties?

In what ways do you see your student is making progress?

Is there anything you need in the way of information or materials from the project coordinator?

Any special requests for in-service training or support?

Lesson plan forms should be introduced at the workshop as a way to help tutors learn how to structure a tutoring session. A record of these plans to be **kept by the tutor** serves many purposes. The first, of course, is to aid the tutor with a guiding structure. Second, however, is to document the areas covered by the learner, so that possible future tutors will know what ground has been covered. It helps encourage in tutors a sense of accountability. Third, lesson plans can reveal to the coordinator much about the tutors' understanding of methods and techniques. It can provide information on what teaching hints are needed. One helpful training method is to work with tutors individually on developing lesson plans, or to **develop lesson plans around a specific topic** as a group exercise in an in-service or sharing session.

Finally, **monthly attendance** forms are extremely important for organizational record keeping. Tutor hours are the substance of quantitative measures in program accomplishments. These can be made more helpful for tutors and the program coordinator by adding a section, as the sample shows, for weekly summaries and general comments. In this way, tutors can review their own lesson plans, summarize what has been covered, and provide helpful feedback for program planning. These should be **mailed or handed in every month for the coordinator's information and records.**

Project LEIF
Lesson Plan

Lesson Subject________________________ Name ______________________________

Date ____________________ Student(s) ____________________________________

Learning Objectives:
After this lesson, the student will be able to:

New Words

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

New Sentence Patterns

1.

2.

Props Needed:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Dialogue(s)
(3 line minimum)

Pronunciation

________	________
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________

Reading Assignment:
Writing Assignment:
Homework Assignment:

---

* adapted from *Emergency English for Refugees*

Project LEIF
Lesson Plan
Part B

Post-Lesson Notes Successes, trouble areas, special needs:

Project LEIF

Monthly Tutor Report

(Please print. Thank you).

Name ______________________________ Month of ____________________

Student's Name(s) (1) ____________________ (2) __________________________

Please mark number of hours worked in boxes corresponding to appropriate days.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Student 1																
Student 2																

	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Student 1																
Student 2																

Total number of hours worked: ________

On back of this sheet, please give a weekly summary of topics covered in your lessons -- problems and successes. Use this side for any general comments, questions, excitements or complaints. Give finished form to your Learning Center Coordinator at the end of each month.

GENERAL COMMENTS AND SUMMARY

Project LEIF

Weekly Summary / Topics covered in your lessons, problems and successes

Week One

Week Two

Week Three

Week Four

Week Five

Project LEIF

Learning Center Coordinator
Tutor Records

Tutor Names	Month of ________						Month of ________						Month of ________						Month of ________					
	Lesson Plans (Weekly)					Monthly Report	Lesson Plans (Weekly)					Monthly Report	Lesson Plans (Weekly)					Monthly Report	Lesson Plans (Weekly)					Monthly Report
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5	

5.4 Expressing Appreciation

While it is not possible to give volunteers money, there are many ways that a program coordinator can express appreciation. In the following pages is an idea list which addresses tutor need for **professional development, social experience, service to the community, increasing responsibility, and individual recognition.**

Express Appreciation in a Variety of Ways for Different Volunteer Motivations*

1. Professional Development: looking for work experience, training, increased skills
   - __announce additional ESL workshops
   - __write job recommendations: document training, experience, hours, skills, duties
   - __develop resource library and bibliography of ESL and cultural materials write letter of appreciation to employer
   - __provide evaluation of job performance; include positive feedback as well as discussion of areas for improvement
   - __present certificate documenting training and tutor experience
   - __provide credit from school
   - __send newsletter with further teaching tips
   - __announce job notices in related areas
   - __provide professional ESL training before teaching

2. Social Experience: want to meet other people with similar interests; establish supportive relationship with refugee family
   - __organize orientation as a group social to meet others
   - __arrange gatherings of volunteers, students, and families: Picnic, pot-luck, brown bag lunch, holiday parties, staff socials
   - __set up a volunteer lounge with coffee/tea as a place to chat with you and other volunteers and staff

---

* adapted from *Volunteer Coordinator Handbook,* Tacoma, WA

2. Social Experience (cont'd)

__offer group teaching in central location

__have volunteers attend TALK TIME

__take a volunteer for lunch

__provide regular phone contact to keep in touch

3. Service: want to improve conditions in society, help an individual acquire skills for self-sufficiency

__arrange letters or acts of appreciation from students/ program

__keep records of ways volunteers help, numbers of students served; publish the information

__assure the volunteer that she's making progress; provide evaluation, follow-up

__write newsletters articles about the effects of volunteer teaching

__have active volunteers describe experience as part of orientation

__arrange film, speaking to allow volunteers to get sense of contributing to the solution of a global problem

4. Responsibility: capable, interested in accomplishing other tasks

__ask for input from volunteers affected by decision before making decision

__include/invite volunteers to participate in planning, evaluation, problem solving

__ask volunteer to help train other volunteers: observe, orientation

__delegate some of your responsibilities to capable volunteers

__put in charge of project: TALK TIME, resource library, newsletter, pot-luck party planning

__ask to help redesign brochures, slide show, interview process, orientation

__ask for recruitment ideas

__provide specific training for volunteer taking on new role

__invite to program staff meetings

5. Individual Recognition: acknowledge special needs of each individual volunteer

__encourage and arrange for volunteer to take training in communication, stress reduction, etc.

__avoid burnout by giving vacations, change of pace in work

__utilize unique talents and interests

__check to see how things are going: allow for change of assignment

__provide social service list of community resources

__carefully match volunteers and students

__write newsletter articles about individual volunteers

__send cards: birthday, Valentines, Christmas

__organize an appreciation program: invite the director, board members; have students provide food, entertainment; present certificates of appreciation

__submit article highlighting a special volunteer in newspaper, radio, TV spot

__nominate a volunteer for award

__procure bennies: free tickets, discounts on materials

__arrange convenient physical set up: chalkboard, parking, babysitting, coffee, heat, keys...

__send special thank you for special service: personal note, flower

__use volunteer for public relations: speak about program from personal experience

__provide transportation to program functions

__send thank you letter at end of volunteer service

__arrange an exit interview to say thank you; encourage the volunteer to honestly express her evaluation of her experience

__enroll volunteers over 60 years old in R.S.V.P.; they receive liability car insurance and mileage

Students also need encouragement and support. To recognize student achievement, at LEIF we hold a special ceremony for students at the end of each project cycle. Even if the student is going to continue, periodic recognition helps to keep up morale in a difficult language learning process. The following page provides a **sample certificate** presented by LEIF tutors to their own students at our ritual spring ceremony of achievement (see next section).

The
Institute on Aging
Center for Intergenerational Learning
presents a

Certificate of Achievement

to

____

for progress in learning
English as a Second Language

____
Director
Center for Intergenerational Learning

____
Director, Project LEIF, Learning English
Through Intergenerational Friendship

SECTION VI - COMMUNITY BUILDING

Language is never learned in a vacuum. People learn to use another language as the need or desire arises. In the context of a relationship, as people want to express things to one another, they work to get the tools to do so. Ironically, as more and more is communicated between tutor and student, the motivation for talk becomes greater. **Language learning and relationship building are mutually reinforcing processes.**

Likewise, as members of groups learn more about one another, they build a common ground from which to develop relationships. In this section, some ideas will be offered for bringing to tutoring programs the support for individual as well as group understanding across ages and across cultures. From this understanding grows language learning as well as genuine friendship.

Suggestions included here are:

6.1 Encouraging learning about a new culture
  Providing background materials
  Culture quiz
  Films
  Culture specialists
  A Quick Cultural Quiz

6.2 Planning special events
  Field trips
  Special considerations

6.3 Using newsletters as a tool
  Disseminating information
  Recognizing participants
  Creating a network
  Sample newsletter

6.1 Encouraging Learning about a New Culture

When a tutor learns of the cultural background of his or her future student, this is the time to begin the process of inquiry. If tutors at a training workshop will be working with a homogeneous group, in-depth materials can be distributed right away. If tutors will be working with people of varied backgrounds, a general overview will have to suffice until matching takes place. It is at this time that tutors can be encouraged to learn as much as possible about the culture of their students.

One way to encourage inquiry is simply to **give out basic background materials** such as those published by the Center for Applied Linguistics in their Indochinese Clearinghouse series. Tutors can be asked to gather materials on their own and to report back in follow-up training in order to share the materials that were most helpful. The coordinator can begin an **information file** on the various groups involved in the program.

After the match has been made, tutors can be given a **culture quiz** in which they are asked to try to find out various things about the beliefs and customs of their students. The sample attached here was developed by Martha Lane of Lutheran Church Women. Tutors can gather and compare the answers they have found, both within groups and between groups.

A third way is to invite tutors (and maybe students) to **films** such as The Killing Fields about Cambodia or Becoming American about a Hmong family's journey to America. Often, public libraries have selections of videotapes that can be rented for group viewing and discussion.

Another way to encourage inquiry and interchange is to **invite a community leader** from the culture group or an **American specialist** to give a talk about customs or history of the group. Tutors can be encouraged to prepare questions that have arisen from their tutoring experiences or from their readings. Reading, observing and asking questions are the first steps to an awareness that can grow as tutors become more and more involved in the process of building relationships.

A Quick Cultural Quiz*

How many of these can you answer about your **student's** language and culture?

Student's language/culture ____________________

Meals

1. How many meals a day are usually eaten? ____________________
2. At what times? ____________________
3. Which is the main meal? ____________________
4. What foods generally are served at the main meal? ____________________

    ____

Gestures

5. What gestures are commonly used for greetings:

    formal ____________________

    informal ____________________

6. What gesture is used when asking for silence? ____________________

    ____

7. How is approval shown:

    at concerts? ____________________

    at meals? ____________________

Names

8. What is a typical full name? ____________________
9. In what order are the names written (family name first? etc.)?

    ____

10. How do names and titles change when a person is:

    married? ____________________

    widowed? ____________________

    divorced? ____________________

---

* taken from *Emergency English for Refugees* by Martha A. Lane.

A Quick Cultural Quiz
(continued)

Holidays

11. Give the following for 3 holidays: name, date, how celebrated, why?

a. ____________________

b. ____________________

c. ____________________

Human-Animal Relationships

12. Do they have pets? If so, what are common pets? ____________________

____

13. Do they describe persons with animal names, traits ("as clever as a fox," "you turkey," etc.)? ____________________

Numbers

14. What numbers are regarded as:

lucky? ____________________

unlucky? ____________________

Colors

15. What colors mean:

happiness? ____________________

Time

16. How is the date (month, day and year) written in:

full form? ____________________

abbreviated form? ____________________

17. If you are invited to dinner at 6, when is the polite time to arrive (at the stroke of 6, 30 minutes early, one hour late, etc.)?

6.2 Planning Special Events

Sometimes learning can best take place away from the books. Field trips provide an opportunity to get to know the community, while spending time with other tutors and students. Some possibilities include tours of hospitals, police stations, fire departments, or other community services. Local parks or historic sites can be interesting if there are things to do that do not depend solely on talk, or if a translator is available.

The advisory board and tutors can help to brainstorm other activities that would be enjoyed by all. In Project LEIF's pilot year, since most of the students had been farmers in their native countries, it was decided to plan a **trip to a farm community** that raises all of its own food. Lesson plans revolving around farm animals and equipment were designed by one tutor and distributed to all the other tutors in preparation for the trip.

One of the most rewarding ways to encourage relationships to grow is to provide opportunities for tutors, students and friends to interact in relaxing ways. A **craft sale** can highlight the skills of the language learners. **Pot-luck suppers** are bound to provide a comfortable environment, while allowing the students and tutors to contribute equally to the success of the occasion. International foods are always an adventure—and everybody likes to eat!

Considerations for Planning Special Events:

- **Multilingual written messages will not benefit those who are not literate in their native languages.** Americans tend to spread information through the printed word. In many communities, the spoken word passed through the grapevine is much more important. Tutors should be encouraged to invite their own students and to remind them of the details as the time for the event approaches.
- **Beginning students will not understand a lot of talk.** Tours and trips should be planned that are intrinsically interesting to see or do, or interpreters should be part of the scheme.
- **Elders need more comfort and rest than youth.** Outings such as a farm trip need to be planned with places to rest, or places to relax for less robust elders during more physically demanding parts of a tour.

6.3 Using Newsletters as a Tool

An important way to build community is to help people feel connected with one another and to provide them with a forum for learning about one another. At Project LEIF, we have found that a newsletter can be used to help people connect in a variety of ways.

Information was disseminated through an opening Letter from the Director, as well as in a regular announcement column. A column called "Student/Tutor Pair of the Month" gave us a way to **recognize accomplishments** of good tutors. **Teaching ideas** were provided through the monthly "Lesson Exchange," and tutor sensitivity was deepened through dissemination of news and **feature stories on the cultures and countries** of the students. Tutors responded very favorably to the newsletter and reported reading many of the features with their students.

As we grow, the "LEIFLET" gives us one more way to **chronicle our growth** and our changes. In addition, it has provided a marvelous tool for reaching out to tell others who we are and what we hope to accomplish. In this way, we **are creating a network** that supports its members in concrete ways, while opening channels for new members to enter.

Two sample newsletters follow.

THE LEIFLET

JANUARY, 1987

Dear Tutors: សួស្តីឆ្នាំថ្មី 新年好

Happy New Year! Feliz Nuevo Año! Nyob zoo xyoo tshiav!

I hope students and workers alike had a chance to use the holidays to catch up on family, friends and sleep.

We need your help with the grapevine. In early February we will train a new group of tutors to meet the need reflected in our growing refugee waiting list. Would you take the flyer in this newsletter and xerox, post, announce, share and otherwise circulate it? Help us swell your ranks!

If you participate in any gatherings such as classes or community meetings where people might be interested, I would be happy to visit with slideshow in hand.

We have some exciting plans for in-service training to begin the new year. On your training evaluations and in personal conversations, many of you expressed an interest in learning more about the origins of your students. We are putting together a general introduction to the culture and history of Southeast Asian groups in Philadelphia with an emphasis on the conditions that led to their migration. We welcome input from any of you who have special knowledge about this topic. The workshop will be held on Friday, January 30th from 3:30 to 5:30 p.m. at The Southeast Asian MAA Coalition office at 4039 Walnut Street. Please call Sally or me to let us know if you can come. Follow-up sessions are in the plans for in-depth looks at specific countries. More details will be sent in the next LEIFLET.

I hope the year will be one of learning, growth and friendship. I look forward to working with you in the coming months.

Sincerely,

Gail

Gail Weinstein-Shr, Ph.D.
Director, Project LEIF

1-87

Asia Bashing

Bias Against Orientals Increases With Rivalry Of Nations' Economies

Post-Vietnam Immigration Of the Industrious Poor Also Brought Resentment

Violent Death of Bun Vong

By JAN WONG
Staff Reporter of THE WALL STREET JOURNAL

REVERE, Mass. – Sun Mam knows better than to walk to work. When he does, he runs a gantlet of youths who pelt him with rocks and bottles. In winter, they have hurled chunks of ice. Once, someone tried to beat him up, but Mr. Mam outran his assailant.

"They say, 'Cambodian, you go back home,' " says Mr. Mam, a 36-year-old who now drives to his job as a store manager in this working-class suburb of Boston though he works just a block from home. Vandals slashed his tires, smashed his windshield and, one night, flipped his car over on its roof. Recently, someone tossed a Molotov cocktail onto his porch, but it failed to explode immediately and a friend kicked it away.

So far, Mr. Mam hasn't been injured. His friend, Bun Vong, whom he met five years ago in a refugee camp, was less fortunate. Last year, after a traffic dispute, a white electrician punched Mr. Vong, shattering his face and pushing a facial bone into his brain. Mr. Vong died 10 days later. Because the only witness, a Cambodian friend riding in Mr. Vong's car, didn't speak English, it was never established whether racial epithets – a key indication of racial motivation – had been used in the altercation. But Asian groups protested the incident and called it racist.

Incidents of Racism

Sparked by economic rivalry with Asia and fueled by an influx of immigrants competing with the poor for scarce resources, racism against Asians is worsening around the U.S. In an East Peoria, Ill., church, parishioners taunt Vietnamese newcomers. In Washington, D.C., arsonists firebomb Korean stores. (At least 11 such incidents have occurred in the past two years.) And in a play area at the San Francisco zoo, a tiny voice tells three-year-old Jay Wakabayashi, a fourth-generation American, "This sandbox is for white kids only."

Bigotry also has been seen in business circles. While some blue-collar workers attack Asian immigrants in their neighborhoods, corporate executives have used racial slurs in their fight against Asian penetration of their markets.

"What is going on reflects how powerful the economic resurgence is in Asia," says Ezra Vogel, the director of Harvard University's U.S.-Japan program. "At local bars, people are talking about it, and there's one kind of expression. In board rooms, it has another kind of expression. The feelings of competition are very powerful and very deep." Adds Robert Matsui, a Democratic congressman from California, "There is latent anti-Asian sentiment in this country. The trade imbalance is merely the trigger."

Asians now are the biggest single group of legal immigrants to the U.S. Last year, they accounted for nearly half of immigration, up from one-third a decade ago. Like generations of poor European immigrants before, the newly arrived Asians tend to work hard and cluster together. In Rhode Island's Providence County, for instance, officials estimate that one in 30 residents is Southeast Asian.

Asians' high visibility and numbers sometimes provoke resentment – and worse. On the West Coast, angry American fishermen fired shots at a Vietnamese boat last year. "They [the Vietnamese] fish all day long," says Chieu Pham, the executive director of the Vietnamese Fishermen Association of America in Oakland, Calif. "They don't go in for a beer. They don't go in to watch football. That makes other people mad." Wallace Warfield, the Justice Department's acting director of community relations in Washington, says Asians own more shrimping boats on the Gulf Coast than whites do. "The irony is the Asians outworked . . . the Americans," he adds.

Harlem Boycott

The conflict isn't just with whites. In Harlem, in New York City, blacks last year boycotted several Korean stores, charging that shopkeepers were rude and didn't hire blacks. And in Los Angeles, there are more and more disputes between Hispanics and Asians, says Fred Fujioka, a criminal lawyer with the firm Gomez & Fujioka. "The poor," says Mr. Fujioka, "are scrambling over the same scarce resources."

In Revere, Mass., Robert Gaber, a neighbor of Sun Mam's, disapproves of the rock-throwing youths. But, he says, "Immigrants used to come from countries nearly as civilized as the U.S. These people come from jungle communities." His street, he complains, "looks like a refugee camp." Others believe the Asian immigrants win government aid at the expense of white have-nots. Catherine Penn, a former Revere city councilor, says refugees enjoy special privileges, including drivers' licences obtained without demonstrating fluency in English. (That isn't a requirement.) And she adds, her voice lowered, "The rumor, strictly a rumor, is that they eat dogs."

In fact, because many of these newest immigrants take two and sometimes three jobs, they are soon off welfare. The U.S. Office of Refugee Resettlement in Washington considers welfare merely a "transitional" phase for Southeast Asian refugees.

Savuth Sath, 34, has two jobs that make his workweek 70 to 80 hours long. He also finds time to study for a real-estate licensing exam. Last February, the Cambodian bought a two-family house in Lynn, Mass. Now, five years after he arrived in this country from a refugee camp, he is planning to buy a second property.

"For the American poor, it doesn't take too much hot weather [before] people are sitting around, drinking beer and feeling sorry for themselves," says Jerome Winegar, the headmaster of South Boston High School, which, as a result of busing, is 13% Asian in a neighborhood that is 97% white. "The next thing, they're over kicking the windows out of the new Pontiac."

Authorities are looking for ways to reduce ethnic crimes. In part because of violence against Asians, at least 14 states have passed laws dealing with racial offenses. And Rep. Norman Y. Mineta is co-sponsoring a bill that would require the Justice Department to compile statistics on "ethnic-hate" crimes.

Courts also are cracking down. In 1982, two laid-off Detroit auto workers convicted of fatally clubbing Vincent Chin, a Chinese-American, originally were sentenced to three years' probation and fined $3,750 each. After protests over the light penalty, one of the men was later convicted of violating the victim's civil rights and was sentenced to 25 years in prison. That conviction was overturned on appeal, and the case is to be retried. Last June, Scott Arsenault, the electrician who killed Bun Vong, was sentenced to seven to 12 years in prison.

Nonetheless, tougher sentencing hasn't yet reduced violence against Asians. In Revere, youths still menace Sun Mam, Bun Vong's friend. He can do little but try to ignore them as he drives that one block to work. "I try to close my eyes. I try to close my ears. Because this is my second country," he says. "I already lost my first country to the Communists."

This article (exerpted from the Wall Street Journal, Nov. 28, 1986) comes to us courtesy of Tony Barlow, who tutors Sou Ry, a Cambodian, in North Philadelphia. It's an article that's food for thought; through our work in Project LEIF we can take on the role of cultural ambassadores between Americans and Southeast Asians, helping to ease inter-community tensions.

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TUTOR/STUDENT PAIR OF THE MONTH

On the evening of their first meeting, Erica Ness wasn't too sure how things with May Lee would work out. Erica arrived at May Lee's home in Powelton accompanied by Gail, Moua Lor, and several tutors. May Lee looked sad and a bit depressed. She told Erica (through Moua), "You'll have to be very patient with me." Although Erica hastened to assure May Lee that she would be very patient, she hasn't needed to be. May Lee has turned out to be a terrific student who, as Erica says, "remembers everything."

Erica is a 26-year old Master's student in Penn's TESOL program, with an unofficial minor in Intercultural Communication. She got involved with Project LEIF as a result of her desire to work with refugees in a one-on-one situation. LEIF isn't Erica's first experience with refugees. In her hometown of York, Pennsylvania, Erica taught English to classes of 30 to 35 Cambodians. Her students' ages varied from 5 years to 65. (Project LEIF tutors have it easy!)

May Lee is a 50-year-old Hmong woman who came to the United States six years ago. Although she lost her husband in Laos, she has six children who help her to cope in America. In spite of her initial worries about her ability to learn English, May Lee has surprised Erica and herself by being a quick and able student.

At their first lesson, Erica found that although she and May Lee couldn't actually hold a conversation, May Lee seemed to understand a good deal more than she could speak. With May Lee's eldest son acting as translator, Erica asked May Lee if she'd like to learn to tell time. May Lee said yes and so began their first lesson. Since then, they've studied money, making change, counting, colors, clothing, simple verbs and days of the week. May Lee remembers everything she's taught; the ironic part is that Erica has a tougher time remembering the Hmong words that May Lee teaches her.

Together the pair will soon go on some excursions. They'll visit the neighborhood Thriftway to practice paying for purchases, counting change, and asking for food items. Usually May Lee goes to the store with her children, who do everything for her. May Lee and Erica will take a trip on the subway to learn place names, directions and how to travel in the city, and they'll go to a cloth store to buy material for May Lee's needlework.

Erica also plans to teach May Lee something of American cooking, perhaps Pennsylvania Dutch style. Cooking is a hobby of Erica's and she hopes to add Hmong cooking to her repertoire, with the help of May Lee.

CULTURAL POINTERS:

National symbols of SE Asia:

Vietnam - Yellow Dragon;
Cambodia-Angkor Wat Temple;
H'mong - Three Elephant Heads

1-87

LESSON EXCHANGE

This month's lesson idea comes from Scott Hughes who tutors Ding Chinn and family and friends, all Cambodian, in North Philadelphia.

Lesson Subject: Food Groups/Time

New words: meat, fish, chicken, ham, nuts, hot dogs, milk, butter, ice cream, cheese, fruits/vegetables, grapes, apples, pineapples, pears, carrots, potatoes, bread, rice, crackers

New Sentence Patterns:

1. This is a ...
   What is this?
2. __________ is in the _________ food group.
3. What time is it?
   It is ___________.
4. It is 8 AM/in the morning.
   Etc.

Props needed:

1. Workbook
2. Picture book

Dialogue:

A. Good morning....
B. Good morning....

A. What did you have for breakfast/lunch/dinner?
B. I had ____________.

Pronunciation:

F	S
Fun	Sun
Fill	Sill
Funk	Sunk
Flip	Slip
Fad	Sad
Fop	Sop

1-87

A Contemporary Political History of Cambodia

by Sally Hawn

In order to understand Cambodia's contemporary political situation, that of occupation by Vietnam, we must look at the political history of the Indochinese area. To do this concisely, this summary will begin with the point at which the West became involved in Indochinese affairs. In doing this, we will unfortunately pass over Cambodia's ancient political history, which is quite lengthy and complex. However, here are a few points to remember regarding this early history.

The Cambodian people (correctly referred to as the Khmer) collectively trace their ancestry and that of their royal family back to the Angkor era, approximately 500 AD to 1432 AD. During this period, Cambodia dominated Southeast Asia from Southern Vietnam to the Gulf of Thailand and experienced great cultural, artistic and architectural achievements (representative of the latter is Angkor Wat, one of the wonders of the world). With the end of the Angkor era came the onset of territorial disputes between Cambodia, Thailand and Vietnam which continue today. At the time when the West came into contact with Indochina, the majority of the Khmer people were agriculturalists devoted to Theravada Buddhism, possessing a culture which reflected strong influence from India but little from China.

The establishment of a French protectorate in Cambodia, Laos and Vietnam in 1864 has been called a watershed in contemporary Indochinese history as it marked an era in which these three separate Asian nations were ruled as one. Some scholars assert that this tactic of the French set a blueprint by which the Vietnamese would later realize their desires for control of Indochina. The French added further fuel to this fire by generally treating the Vietnamese as the superior of the three peoples due to the compatability of French and Vietnamese culture, religion and social structure.

By 1935, Indochina had seen the slow development of an indigenous Communist party in Vietnam. The growth of this party was fostered by Vietnamese who had studied in Paris and come home with ideas of nationalism, communism and anti-imperialism. The Indochinese Communist Party (ICP) was accepted into the Communist International of Moscow in 1935. However, the ICP found few recruits in either Cambodia or Laos until the formation of their own communist parties in the 1950s.

The onset of World War II loosened France's hold on Indochina and allowed for the flourishing of anti-French and anti-Japanese sentiments in Vietnam. Ho Chi Minh returned to Vietnam from Moscow in 1941 to take control of the ICP (renamed the Viet Minh and later the Vietnamese Worker's Party) and directed its efforts against imperialism.

From 1946 to 1954, the First Indocchinese War was fought, pitting the Vietnamese communists against French colonialists. At the Geneva Conference of 1954, the Vietnamese and Laotian communists gained international recognition while the Cambodian communists did not. Prince Norodom Sihanouk was recognized as the representative government of Cambodia, much to the chagrin of Vietnamese communists who looked to establish communism throughout Indochina.

Sihanouk ruled Cambodia until 1970 when he was overthrown from the right by his Prime Minister, General Lon Nol. Lon Nol in his turn was overthrown by Pol Pot and the Khmer Rouge in 1975.

During Sihanouk's reign, communists in Vietnam, and to a lesser extent in Laos and Cambodia, were engaged in the Second Indochinese War, known to Americans as the Vietnam War. This war lasted from 1960 until 1975 and resulted in the establishment of communist forces as the leaders of Laos and Vietnam.

Also during Sihanouk's reign, the Khmer Rouge, under Khav Som Phon and Pol Pot, gained prominence and initially had Sihanouk's support. The Khmer Rouge developed a fierce ultranationalism opposed to any type of foreign domination be it American, French or Vietnamese.

By 1975, both Vietnamese and Cambodian communists had won their wars, and by this time also mutual distrust had developed into anathema. The xenophobia and insecurity of the Pol Pot regime has become internationally infamous for its extreme brutality and extermination of any perceived class or party enemies. It is the Pol Pot regime that most Cambodians in Philadelphia fled.

In 1978, Vietnam began to press for re-adjustment of the Cambodian-Vietnamese border. Fearing a plot, Pol Pot and the Khmer Rouge instigated a border skirmish which Vietnam responded to with invasion. Thus began the Third Indochinese War which still continues today. Cambodia has remained under Vietnamese occupation since the fall of Phnom Penh in January, 1979.

The current situation in Cambodia is one of impoverishment and economic and cultural destruction due to the effects of war and brutal regimes. Pol Pot, the worst offender, has been "rehabilitated" and is now the leading guerilla force against the Vietnamese and has the backing of the United States government. Another guerilla leader is the son of Norodom Sihanouk, Norodom Ranariddh, who has a smaller following than Pol Pot. The Cambodian refugees in the United States are also divided in their loyalties.

The consolidation of Vietnam's hold on Cambodia and Laos has taken priority over economic development in these two countries. Both Cambodia and Laos are poverty-stricken. Vietnam itself is dependent upon the Soviet Union for its own economic development, which is extremely slow.

The future of Indochina does not look promising. Even if the Vietnamese were to pull out of Cambodian tomorrow, it would take generations of hard work and cooperative effort to bring Cambodia to a semblance of peace, stability and prosperity.

CULTURAL POINTERS:

The head is considered the most valued part of the body; thus, it is insulting to touch a Southeast Asian's head.

Cambodian Runs for Public Office One indication of heightened political consciousness on the part of the refugee community took place this summer in California with the candidacy of Nil S. Hul, a Cambodian businessman, who ran for the Long Beach City Council.

Although he lost the election, Hul, director of the Cambodian Association of Long Beach and a leader in other Cambodian business and cultural associations, feels that the campaign was a success. "It represents a moral awakening of the Indochinese community," he said. "We will run again from now on. Not only me, but more qualified, younger people more used to the American system."

From Refugee Reports, November 14, 1986.

1-87

ANNOUNCEMENTS

* * * * *

Every Monday, Wednesday, and Friday
in the Philadelphia Daily News
you'll find the "Savvy Reader."
This feature reports on an item of local
or international news
in simplified English,
followed by comprehension questions.
Those of you with relatively advanced
students could use these articles as
occasional lesson material.

* * * * *

We are always looking for news about
Southeast Asians in Philadelphia/America
for the LEIFLET. If you find any
interesting articles to share,
please send them to me.

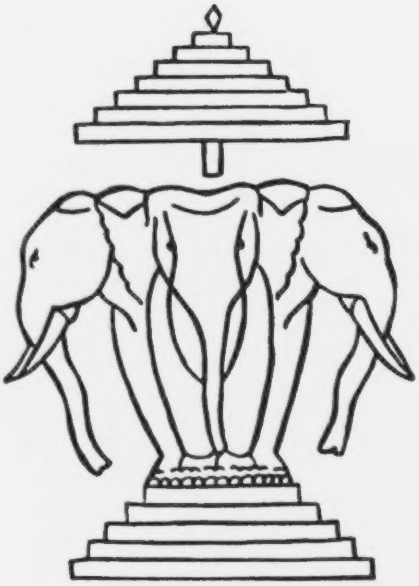
* * * * *

Workshop on political and cultural
history of Southeast Asia
with emphasis on Cambodia,
Friday, January 30th, 3:00 PM - 5:30 PM
at the SE Asian MAA Office,
4039 Walnut Street.

The Project LEIF newsletter, **The LEIFLET**, welcomes your input. To share any articles, lesson ideas, excerpts or announcements, please call me, Sally Hawn at 787-6970, or drop me a line at:

Project LEIF
Institute on Aging
Temple University
1601 N. Broad Street (083-40)
Philadelphia, PA 19122

The national symbol of Laos



CULTURAL POINTERS:

To Southeast Asians, the feet are considered the lowest part of the body in value; thus, it is improper to either point them at someone, or to put them on the table.

THE LEIFLET

May 1987 Editor: Sally Hawn

Dear tutors and friends of Project LEIF.

It's hard to believe that May has already come. It seems like we have barely finished typing the certificates from the last training, yet spring is almost over!

As you will see from the enclosed news article from the Philadelphia Inquirer of April 26, you have all become renowned in the city. Thanks are due to Erica Ness, Ann Marie Karig, Kendall Garing, Neang Tan, Moua Lo and students for being there when we needed you, to Fred Kauffman and Bonnie Baker for representing us so well, and to all of you, for making Project LEIF into a community effort that we can all feel proud of.

Inside this newsletter is an invitation to our Project LEIF picnic on May 16, in Fairmount Park (details inside). Please bring family, friends, food and outdoor games (frisbee anyone?), and invite your student(s) to do the same. There is an open field at Blue Bell Meadow for sun worshippers and tall trees for those who seek the refuge of shade. There are picnic tables and benches for the older folks, and I understand that some Hmong friends will bring volleyball equipment for the young and young-at-heart. Let us know if you and your student(s) can come.

Please mark your calendar for Latin Night, to be held on May 29th. It doesn't matter if your student is Latin--your neighbors are! Come learn about the people, their concerns, their passions and customs. Details inside. Also inside is a flyer for our May 30th training, the last of this project year. We need tutors to meet the need reflected in our long waiting-list of Spanish-speaking elders at Norris Square. Can you help us to spead the word?

Finally, I'd like to thank those of you who have been working with us all year, but who will be moving on as the academic year comes to a close. Your persistance and creativity has helped to build a foundation from which LEIF can grow and evolve. Sally Hawn, your newsletter editor, will officially finish her employment with LEIF on May 15th as she pursues a career in cooking. Sally was a tutor in our pilot program last year, and has been my right-hand-woman ever since. It's hard to imagine a day in the office without her help with the nitty-gritty, her feedback on the ideas that shape the program, and her laughter which helps make long work days seem shorter. She promises to stay connected with us unofficially; if you can think of ways to help me lure her into keeping that promise, I'd appreciate it greatly. Thank you Sally.

I'll look forward to seeing some of you over the summer, others in the fall, and some, as you stay in touch from time to time. Thanks for all of your hard work this year. See you at the picnic!

Sincerely,

Gail

OVERGROUND RAILROAD KEEPS HOPES ALIVE FOR CENTRAL AMERICANS

On a cold night, in a palm grove, "Maria's" baby was born.

No midwife called encouragement. No nurse took her blood pressure and no doctor, her pulse.

When her baby's body emerged, no trained hands reached out to clear the child's throat of fluids, no trained eyes watched for bleeding.

It was terribly dangerous. They were lucky to survive. But she would be safer here, in the Rio Grande Valley of Texas, than in her native country, El Salvador.

Or so she said to a member of the Overground Railroad, who brought her to the Catholic Sisters.

The Overground Railroad is a network of some fifty church congregations, and many more religious and lay workers, in the South, Midwest, and East who know that people like Maria and her child stand little chance of gaining asylum in the United States. So, they help Central Americans seek refuge legally in Canada by helping them apply for asylum at Canadian consulates in the United States.

Despite recent changes in Canadian refugee policy, Canadian consulate officals said their policy has not changed. "There's been no impact whatsoever, thus far," said James Metcalfe, consul at Canada's Atlanta consulate, one that receives a large number of asylum applications from Central Americans.

Central Americans come to the "railroad system" in a number of ways. Some simply walk into the offices of places like the Reba Place Church in Evanston, Illinois. Others are found by railroad members in the Rio Grande Valley, or at Immigration and Naturalization Service (INS) detention centers like the one at Los Fresnos, Texas, and are brought to Comer, Georgia, by a group called Jubilee Partners. Most of them are Guatemalans and Salvadorans. Some come alone; others bring their children. Since passage of the immigration act, their numbers have grown.

On the Overground Railroad, churches agree to sponsor Central Americans during the entire time they are in the process of applying for asylum in Canada. "They help get applications on the political asylum track. They help with housing, and provide them with a living allowance," according to Mary Postel of Reba Place Church.

Railroad members assist asylum seekers in completing their applications, medical forms, and other required documents, and in preparing for the interview with a consular official.

Metcalfe explains, "Applicants must meet two criteria: eligibility, whether they meet the United Nations and Canadian refugee definitions; and acceptability, which means their resettlement prospects in Canada." Applications must be well prepared, he said, and in this regard, "Jubilee Partners provides an awful lot of assistance."

Metcalfe can approve a claim on the spot, but it may take several more weeks before a visa is issued while security clearances, civil requirements, and medical records are reviewed. "From 'woe' to 'go' generally takes 2 to 3 months," he said.

However, the numbers reaching Canada by this route remain small, for a variety of reasons. "One problem is that claims are not well documented," Metcalfe said, adding there is a problem with Central American men having common-law wives and children. Under Canadian law, he explained, the marriages are not recognized and the children of such marriages are considered to be illegitimate. Fifty percent of Central American family cases involve unwed couples, according to Metcalfe. "We don't touch these cases."

Refugee Reports/March 20, 1987

TUTOR STUDENT PAIR OF THE MONTH

Marylouise Corradino knows what it's like to be a stranger in a strange land. In 1982, she arrived in the Honduran countryside for a two-year stint with the Peace Corps, teaching English to battered women. At that time, she didn't know a word of Spanish; so now she can relate to the problems LEIF students face when it comes to communicating successfully in an alien environment.

In Honduras, Marylou lived in a small house without running water or electricity. But these disadvantages were more than made up for by the beautiful valley below her, and by the coconut and mango trees which shaded the house.

After leaving Honduras, Marylou returned to Vermont, where she had gotten her M.A. in Special Education from Johnson State University several years earlier. Unable to find work there, she moved to Boston and then to Philadelphia to do fundraising work with CARE's International Relief and Development Organization. It was through the Peace Corps office in Philadelphia that Marylou heard about Project LEIF. LEIF seemed like a perfect way to use her Spanish language skills and to work with people in a helping capacity, something she missed in her CARE job.

After her LEIF training, Marylou was matched with Gabriella Morelos, a woman from Guatemala. Gabriella had endured a difficult life in Guatemala, which was made worse by the growing political and military violence throughout the country. Although they were apolitical farmers, Gabriella and her husband Julio began to fear for their lives. They decided to flee to Mexico, covering hundreds of miles by foot, with their baby on their back.

As they sought asylum, Gabriella and Julio were turned back several times as they attempted to cross the border. In this frightening process the two were separated, and were only reunited here in Philadelphia. Gabriella has her green card and hopes to get a job as a maid. Her husband works as a carpenter.

Marylou came to their first lesson expecting Gabriella to have a very low level of English ability. But Gabriella surprised her by having a basic knowledge of English gained during her two years of education in Guatemala, aided by a great desire to learn more.

Gabriella loves a good story and derives alot of satisfaction out of being able to completely read and understand simple tales. She has some difficulties with pronunciation which are compounded by her desire to raise her child to be bi-lingual. A conflict of interest arises between whether to speak Spanish at home to give the child a sense of its own culture and past, or to speak English for her own practice. Gabriella learns quickly. With Marylou's help over the summer, she should be well on her way to communicating successfully in the new world around her.

5-87

LESSON EXCHANGE

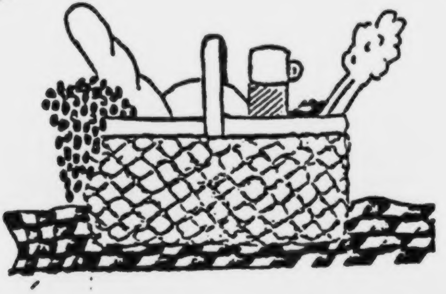
Kathleen Wurster, Sherrell Evans and Laurie Marcer share one thing in common: they all work with more than one student. This kind of situation can lead to difficulties if the students are at different levels of ability, as happened to a few of our tutors last year. The challenge is to keep both students working without one being bored or the other being overfaced. There are a number of ways to do this, such as using different materials if the students are at very different levels, with the more advanced student doing some independent written work.

However, Kathleen, Sherrell and Laurie solved the problem in different ways (in fact, it didn't seem to be much of a problem at all).

> Expecting more of the advanced student when working on the same material served Laurie well. She would demand better pronunciation from this student, for example, than she would from the beginning student.
>
> Laurie teaches four Hmong women, and she found that rotating questions prevented more advanced students from doing all the answering. She also found topics which all her students could relate to as equals, such as sewing. Even though their English language ability differs, they are all expert seamstresses.
>
> Having the advanced student translate for the beginner worked well for Kathleen and her two Hmong students, as well for Sherrell and her two Columbian students. The advanced student works on going between the two languages while the comprehension of the beginner is enhanced.
>
> Interaction between the students, having them speak to each other in English, is another important tool that these tutors have used. The students find that making themselves understood to each other can be more challenging than speaking with the tutor, who knows what they are trying to say.

5·87

POT LUCK PICNIC



WHAT: Pot-luck picnic. Please bring enough food for yourself and some to share. If you have any games you'd like to bring (cards, jumprope, volleyball), please do so.

WHEN: May 16, 11:00 to 2:00

WHERE: Blue Bell Meadow

WHO: Yourself, your student(s), your family, your friends.

WHY: A celebration of LEIF's successful second year, thanks to all of you.

.ដើម្បីជួបជុំគ្នាគង Project Lief សូមអញ្ជើញ ពូ.ជីម ព្រមទាំងលោកគ្រូ-អ្នកគ្រូ និងបងប្អូន ដែលបានរៀនភាសាអង់គ្លេស ទៅដើរលេងកំសាន្ត នៅថ្ងៃទី 16 ខែ5 ឆ្នាំ 1987 ដោយយកម្ហូបទៅ ញុំខ្លួនៗ បើមានរបស់របរលេងអញ្ជើញនាំទៅលេង អាចនាំបាន ដែលជាបៀររបស់សំរាប់លេងសូមយកទៅដែរ។ នៅ Fairmount ពេលម៉ោង 11:00 ដល់ម៉ោង ២:០០ ល្ងាច សូមអរគុណ។

DABTSI: Noj mov tom hav zoov. Thov nqa zaub mov kom txaus koj thiab lwm tus tau koom noj. Yog koj muaj kev ua si (Phaib, hlua dhia, pob ntaus) Thov nqa tau tuaj.

THAUM TWG: Tsib hlis 16, 11:00 txog 2:00

QHOV TWG: Blue Bell Meadow

LEEJ TWG: Koj kheej, Koj tus xib hwb pab, Koj tsev neeg, Koj cov phooj ywg.

VIM LI CAS: Nco txog ob xyoo LEIF tau l.. taiu log los lawm, ua nej sawv daws tsaug ntau!

Qué: ¡Pasadía! Por favor, traiga suficiente comida para usted y para compartir. Si desea, traiga algún juego con usted (cartas, quicas de bricar, bolas)

Cuándo: Sábado 16 de Mayo, de 11:00 a.m. a 2:00 p.m.

Dónde: Blue Bell Meadow

Quiénes: Usted, su tutor, su familia y sus amigos.

Por qué: Para celebrar el éxito del Projecto LEIF en este segundo año, gracias a todos ustedes.

ແມ່ນຫຍັງ: ການກິນເຂົ້າປ່າ. ກະລຸນາເອົາ ອາຫານໃຫ້ພໍເຈົ້າແລະໃຫ້ພໍແບ່ງປັນ ໃຫ້ຄົນອື່ນສະລຸມນຳ. ຖ້າຫາກວ່າເຈົ້າມີ ການຫລິ້ນ (ໄພ່, ເຊືອກເຕັ້ນ, ບານຕີ) ກະລຸນາເອົາໄປດ້ວຍ. ໆ

ເມື່ອໃດ: ເດືອນພຶດສະພາ 16, 11:00 ເຖິງ 2.00

ຢູ່ໃສ: Blue Bell Meadow

ໃຜ: ເຈົ້າເອງ, ຄູສອນພິເສດຂອງເຈົ້າ, ຄອບຄົວຂອງ ເຈົ້າ, ເພື່ອນຂອງເຈົ້າ.

ເປັນຫຍັງ: ການສະຫລອງສອງປີ LEIF ໄດ້ສຳເລັດ ຜ່ານໄປ, ຂໍຂອບໃຈນຳພວກທ່ານ ທັງຫລາຍ.

REFUGEES AND SOUTH PHILADELPIA

By Rich Iannelli

Last week, in the first in a series of articles about Indochinese refugees, the problems facing Cambodians living in South Philadelphia were examined. These problems included a severe shortage of jobs, lack of education and the inability to speak English.

This week, the focus shifts to the attitudes and concerns of long-time residents with regard to the recent influx of Indochinese refugees. What do people who have lived in South Philadelphia all their lives think? Is there prejudice against this newest group in the community?

To find out the answers to these questions, the Review-Chronicle conducted a telephone survey over the weekend. 100 readers were chosen at random and asked five questions about Indochinese refugees. The results indicated a general acceptance of the refugees into the community, but a resistance to offering them financial aid or publicly funded programs.

When asked if they are aware of the substantial influx of Indochinese refugees into South Philadelphia in recent years, 61% of the readers polled said that they are very aware. Many commented that they have noticed a marked increase in Asian-owned businesses in the Italian Market. Some complained that Asians are taking over the 9th Street area.

"The feds dump them on neighborhoods like ours," said one reader. "I doubt that you see any refugees on Foglietta's block or on Arlen Specter's. No wonder there are problems, when they throw them together into a neighborhood that's already overpopulated. They should be settled more widely."

There was a mixed response to the question of whether or not we as a society have any moral obligation to help the refugees. 31% said yes, 35% said no and 33% weren't sure or had no opinion.

Of those who responded affirmatively, the majority felt that Americans contributed directly to making these people refugees in the first place, and that we therefore owe them a helping hand. Those who responded negatively felt that we have an obligation to help ourselves first, that there are enough people who were born here who are poor and can't find jobs. "We should take care of our own," they said.

In a related question, readers were asked if more city funds should be directed toward educating and finding jobs for the refugees. 28% said yes but 72% said that the city has enough financial problems already.

"Nobody gave me anything when I came to this country." one elderly reader stated. "I made my own way. There is still plenty of opportunity in America for people who really want to take advantage of it. I don't think that America should pay so that foreigners can get ahead."

Asked if they feel any resentment toward the refugees, 68% of the readers said that they do not. Of the remaining readers, most said that they resent any individual or group that gets something for nothing.

"I see them with cars and I resent that," on angry reader stated. "I don't own a car myself and they should have them?" Another reader complained that the refugees in her neighborhood don't seem to want to mix in, anyway. "What do they expect, the welcome wagon?" she asked.

Finally, the 100 readers were asked if they would object to having Indochinese refugees living on their block, 65% said that they would not, while 35% said that they would.

Of those with objections, most said that they consider the refugees to be dirty. "We work hard to keep our houses and our block clean," said one reader, reflecting the views of many others. "The last thing we need is a bunch of people who don't know what a vacuum cleaner is."

Another reader expressed an entirely different point of view. "I was over in Vietnam," he said. "I saw that country destroyed and I know that Cambodia was destroyed, too. This is supposed to be America, where people go to get a second chance. This country has a history of being the world's melting pot. It's one of the things that makes us strong." **Courtesy South Philadelphia Review-Chronicle, April 9, 1987**

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REFUGEE NEWS: INTERNATIONAL

"The past year has been a bad one for most of the world's 11.7 million refugees--a year of little progress or, for some, of deterioration," according to Roger Winter, director of the U.S. Committee for Refugees. "That is the inescapable thread running through this year's World Refugee Survey--1986 in Review," he said, announcing the publication of USCR's annual review of refugee protection worldwide. (Note to tutors: this is available in our office if you'd like to peruse it)

Examples are numerous:

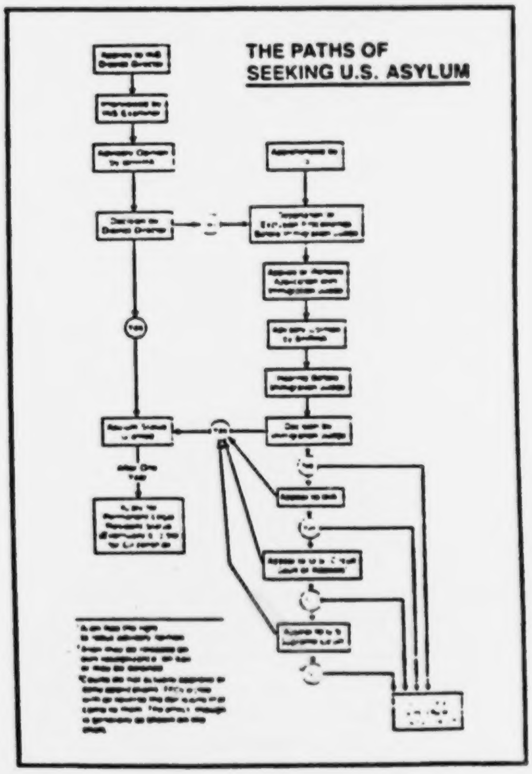
-- In what one contributor to the Survey calls "Fortress Europe," asylum countries passed restrictive laws and tightened regulations to keep asylum seekers out.

-- The lessening commitment of the United States and other Western countries to resettle Southeast Asian refugees undermined the willingness of Southeast Asian countries to offer protection to refugees from Cambodia, Vietnam, and Laos. Thailand's removal of Cambodian refugees from a secure refugee camp to dangerous border areas and the "pushbacks" of Hmong refugees to Laos are examples of the erosion which is taking place.

-- To keep out Mozambican refugees, South Africa erected a fence with the capacity to electrocute those who encounter it. Already an area of concentrated humanitarian and human rights disaster, southern Africa's refugee and displaced persons population is large and growing, and with it, the potential for a tragedy of biblical proportions.

"The United States, as the leading contributor to international refugee assistance and resettlement, in effect, sets the tone of refugee protection worldwide," Winter said. "But, while there is much to laud in its response, the dominant characteristic of U.S. refugee policy has become that of deterring asylum seekers--continued interdiction of Haitians at sea, deportation of some whose reasons for seeking asylum are justified, and long-term detention of some even after finding their fears of persecution to be well-founded,"

Winter said, "For a government, its action toward an asylum seeker is a small thing. For the individual, it is nothing less than his life and future. That is the simple truth we have not learned." **From the U.S. Committee for Refugees**



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5-87

REMEMBER OUR LATIN NIGHT CELEBRATION!

When: Friday May 29, 1987

Time: 5:00 p.m. - 7:30 p.m.

Where: Taller Puertorriqueno
2721 North 5th Street
(between 5th Street and Lehigh
Avenue right in the middle of the
Hispanic community's neighborhood)

Tel: 426-3311

Program:

1) Short Talk: "Hispanic Cultural Presence in Philadelphia" by Luis Hernandez

   A presentation about the traditions, art, dance, music, literature, and all the richness of the Hispanic culture.

2) Workshop: "In touch with our music" by Lazaro Herrera

   In this workshop participants will have an opportunity to get the feeling of playing and singing some of the varieties of Latin Music: "salsa, meregue, bomba and plena."

3) Acknowledgment to our tutors and participants of Norris Square Center

4) Dance Performance of Guatemala's Folklore Music: by Joel and Gariela Morelos

Also we will have an arts exhibition, crafts and a book sale, dancing and refreshments! Don't miss it!

NORRIS SQUARE SENIOR CITIZEN CENTER

Norris Square Senior Citizen Center is a program founded by Philadelphia Corporation for Aging, to service the elderly in the city of Philadelphia. It has as its major objectives 1) to serve people who are 60 years or up, 2) bring them out of isolation, and 3) to enhance program effectiveness by improving outreach access, and participation in formal services. It also gives priority on efforts to strengthen or foster informal support, i.e. help for family and neighborhood care givers.

Some of the services provided within the Center's program are: counseling, recreation and socialization, therapeutic exercises, arts and crafts classes, health services and education, among others. In addition they offer hot lunches, breakfast and transportation for the participants.

Since February, Project LEIF has been serving a group of Hispanic elderly participants at the Norris Square Senior Citizen Center. This effort is going well, the tutors are doing a wonderful job and the students are very enthusiastic. Project LEIF wants to continue serving the Spanish-speaking elders at Norris Square; there is a large waiting list of of participants hoping to have a tutor. For this reason, we would like to invite any tutors to continue at Norris Square over the summer, and to help us recruit a new group to be trained in May for June and July tutoring.

ANNOUNCEHENTS

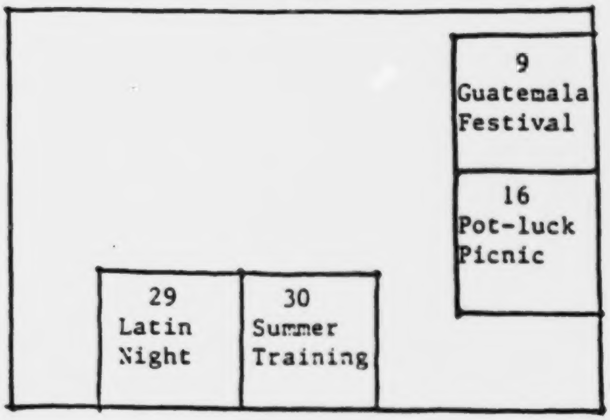
GUATEMALAN FESTIVAL
Saturday, May 9, 6:00 p.m.
First United Methodist Church of Germantown.
Please call right away to RSVP if you want to go, 848-9350,
evenings only, see Flyer in newsletter

POT-LUCK PINIC
Saturday, May 16, 11:00 to 2:00
Blue Bell Meadow
See flyer in newsletter.

LATIN NIGHT CELEBRATION
Friday, May 29, 5:00 to 7:30 p.m.
Taller Puertoriqueno, 2721 N. 5th St.
See flyer in newsletter

LEIF TRAINING FOR LATIN SENIOR SUMMER PROGRAM
May 30th
Student-Faculty Center, room 313,
Broad and Ontario Streets, 9:30 a.m. to 4:30 p.m.

MAY



PROJECT LEIF

Learning English Through Intergenerational Friendship

PROJECT LEIF
Center for Intergenerational Learning
Institute on Aging
Temple University
1601 N. Broad Street
Philadelphia, PA 19122
(083-40)

SECTION VII: USING ELDERS IN THE SCHOOLS: SPECIAL CONSIDERATIONS

An intergenerational program can link the generations by bringing American youth to refugee elders, or by bringing American elders into the classrooms of refugee children. This manual focused on the former because of the complexity of the task. However, for the latter approach to work, it is helpful to keep several considerations in mind.

The processes of recruitment, training, placement, recognition and support, as well as community building, are essentially the same. In the case of elders in the schools, the placement is with particular teachers or grade levels, and the community to be built is that of the school.

In this case, the relationships to be nurtured are those between the volunteers and their assigned teachers. Because teachers are often overloaded with large classes and needy children, it is unrealistic to assume that teacher-volunteer relationships will develop on their own. It is important to cooperate with school administrators to see that the program includes **built-in time** for elder volunteers and teachers to get acquainted, for **role expectations to be clarified** and discussed, and for volunteer-teacher teams to build a relationship in which the volunteer's resources are used maximally, while volunteers **learn and deepen their understanding of teacher's needs** for help in the classroom.

The attached forms may be an aid in this process. **However, handing out pieces of paper is not enough.** It is crucial that time be set aside (perhaps during faculty meeting time or a common lunch hour) for the issues to be addressed as a group, away from the pressure of classroom time.

Project LEIF
Learning English Through Intergenerational Friendship

The Teacher's Role

1. Prepare the students for the volunteers.
2. Acquaint the volunteers with any necessary information about the assignment and the students with whom they will work.
3. Plan the work the volunteer is to do before the volunteer arrives.
4. Give specific, helpful information so that the volunteer and students can get to work immediately.
5. Provide materials for volunteers to use.
6. Communicate periodically with the volunteer, either at school or on the phone.
7. Express appreciation for volunteer services. Let the volunteer know about progress being made.
8. Communicate with Howard Heicklin or Gail Weinstein about any concerns.

The teacher is in charge of the classroom at all times. The volunteer is there to assist, support and enrich. The teacher manages the time and talents of all resources available to her/him.

Project LEIF

Learning English Through Intergenerational Friendship

The Volunteer's Role

1. Attend orientation and training session(s) appropriate to type of volunteer service to be given.
2. Meet with teacher and together work out the written Teacher / Volunteer agreement.
3. Be dependable and on time. If unable to attend, arrangements should be made ahead of time with the teacher. In case of last minute emergency, notify the Staff Volunteer Leader or school office to relay the information to the teacher.
4. Always work under the direction and supervision of a teacher or other member of the school staff. The relationship between the volunteer and teacher is a professional one—one of mutual respect and confidence.
5. Support the teacher. The teacher is responsible for content and techniques.
6. Realize that any information to which you have access in the school or classroom is confidential.
7. Avoid expressing differences of opinion or dissatisfaction in the presence of students.
8. Realize that personal reactions to particular members of staff or to particular children should be confidential.
9. Take matters of concern to the Volunteer Coordinator.
10. Work within the rules of the school, as set out by the principal.
11. Record hours of service on the designated form at the school.
12. Have periodic planning periods with the teacher, either in person or on the phone.
13. Meet with the teacher 2-6 weeks after beginning service to re-evaluate the type of services you are rendering. You or the teacher may wish to make changes at this time.

BIRNEY TUTOR LOG

Name ______________________

Date ______________________

1. What were your major activities today? (How many children, what topics you worked on)

2. What were some of the day's successes?

3. What were some teaching problems?

4. How are things going in terms of cooperation with the teacher?

5. Any comments or thoughts in general?

At the end of the month, please send to:

Gail Weinstein-Shr
Temple University Institute on Aging
University Services Building - Room 206
1601 N. Broad Street
Philadelphia, PA 19122

Project LEIF

Learning English Through Intergenerational Friendship

Teacher Pre-Project Questionnaire

Please complete this form and return it to Howard Heiklin or Gail Weinstein-Shr.

Name ____________________

Grade ____________________

1. What needs do you have that could be filled by an older volunteer in your classroom? ____________________

2. Do you have specific ideas about what you want older volunteers to do?

   Yes ____ No ____ If yes, please list some of these: ____________________

3. What concerns do you have about working with older volunteers? ____________________

4. What do you hope to gain by participating in this project? ____________________

SECTION VIII - ASSESSMENT & DOCUMENTATION

A strong program that can survive and grow must have a process built in for gathering information, compiling it and reflecting on it. The notion of "assessment" should not be seen as a threat. Rather, assessment should be seen as part of an important process of reviewing what has happened, documenting achievements and making adjustments for improved results.

In this section you will find:

8.1 Assessing movement toward program goals
Formal assessment methods
Informal methods

8.2 Program documentation
Weekly Log Formats- Program Coordinator
Bilingual Assistant
Learning Center Coordinator

8.3 Schematic of Project Evaluation

8.1 Assessing Movement Toward Program Goals

Throughout this manual, a variety of suggestions have been made for collecting data that will aid in program assessment. The formal methods have included:

- Student/Tutor Intake Forms
- Pre- and post- tests for English proficiency
- Lesson Logs
- Monthly Attendance and Summary Sheets

Some of the less formal but still important methods include:

- Tutor/Student Phone Logs
- Feedback given at tutor exchange meetings
- Feedback from Advisory Board members

In this section, weekly **log formats** are provided to assist the program coordinator, learning center coordinators and bilingual assistants to document their successes and difficulties. These have been invaluable at Project LEIF to help us see where we have been and where we are going. In addition, an overview, or **Schematic of Project Evaluation** gives the full picture of how tools documented in this manual were used to evaluate our success in moving toward project goals.

Whether methods of collection or analysis are simple or elaborate, formal or informal, it is through the process of reflection and evaluation that we can refine our programs to create the optimal conditions for language to be learned and relationships to flourish and grow.

8.2 Program Documentation

Another reason to collect data carefully is for **documentation.** Program documentation can be used to show potential funders what you have accomplished, or to show potential program participants the kind of team they are joining. A **visual document** such as a photographic display, a videotape, or a slide show can help animate your message in a way that written or spoken words cannot.

At Project LEIF, we created a 10-minute **slide-tape show** which has been an enormous asset for recruitment and orientation of volunteers, as well as for funders. Over the pilot year, we took slides of all program events, including:

- the training
- tutor meetings
- student-tutor sessions
- cross-cultural events

We then invited tutors to a studio, where we recorded their answers to the following questions:

- What was it like meeting your student for the first time?
- Was the training helpful?
- What have been some of your most successful lessons?
- Is there anything that surprised you about your student(s)?
- What has been most satisfying about tutoring?

By editing the tape, adding some Cambodian background music, and choosing appropriate slides to illustrate, we were able to create a document that tells the story of LEIF in the voices of the people who have lived that story. A lot of work went into creating the product, but the results have been worth it. In addition, the process of creating the show helped us to think through our priorities and clarify our mission.

Project LEIF

Project Director's Log

1. Major Activities (Identify by Project Phase)

2. Problems Encountered, Problem Resolution (Identify, discuss)

3. Conclusions, Insights, Changes

Project LEIF

Learning Center Coordinator's Weekly Log

Name ______________________________ Week __________ to ________ (day/month/year)

1) Hours worked during week (write in starting and ending times; indicate time taken off during the workday).

			LC	H	O
Monday	From: ______	To: ______	☐	☐	☐
Tuesday	From: ______	To: ______	☐	☐	☐
Wednesday	From: ______	To: ______	☐	☐	☐
Thursday	From: ______	To: ______	☐	☐	☐
Friday	From: ______	To: ______	☐	☐	☐
Saturday	From: ______	To: ______	☐	☐	☐

Total LC hrs: _____

Total hrs outside LC: _____

Total Hrs For Week: _____

2) Describe your major work activities during this week (estimate the time given to each major activity):

	# of hours (estimate) ___
______________________________	______________
______________________________	______________
______________________________	______________
______________________________	______________

3) Problems that arose and their resolution:

4) General comments, suggestions, observations:

Over, Please

5) **Attendance of students and tutors during week:**

		Names of those attending	
Day/Date	# pairs in LC	Tutor	Student

Thank you! Please return this at the staff meeting

Project LEIF

Bilingual Assistant's Weekly Log

Name ______________________________ Week __________ to ________ (day/month/year)

1) Hours worked during week (write in starting and ending times; indicate time taken off during the workday and name of learning center visited, if any):

				N	W	S
Monday	From: ______	To: ______	LC:	☐	☐	☐
Tuesday	From: ______	To: ______	LC:	☐	☐	☐
Wednesday	From: ______	To: ______	LC:	☐	☐	☐
Thursday	From: ______	To: ______	LC:	☐	☐	☐
Friday	From: ______	To: ______	LC:	☐	☐	☐
Saturday	From: ______	To: ______	LC:	☐	☐	☐

Hours Spent

LC: _____

Phone: _____

Home Visits: _____

Total: _____

2) Write in names of students/tutors you met with, and how many times this week.

Student		Tutor	Student		Tutor
______________	—	______________	______________	—	______________
______________	—	______________	______________	—	______________
______________	—	______________	______________	—	______________
______________	—	______________	______________	—	______________
______________	—	______________	______________	—	______________

3) Identify problems during the week and their resolution:

a. ________________ ______________________________________

b. ________________ ______________________________________

c. ________________ ______________________________________

4) Comments, suggestions for improvement (use other side if needed).

Thank you! Please return this at the staff meeting

Schematic of Project Evaluation

Phase	Project Objectives	Evaluation Objectives	Instruments	Content
I. Planning	• Form and meet bi-monthly with Advisory Committee	• Identify perspectives on needs, resources, project recommendation	• Project Coordinator's Log	• Target population needs, community resources and issues, project ideas and change recommendations, inter-organizational coordination
	• Identify key resources for volunteers	• Identify organizational sources of volunteers, prospective volunteer interests	• Project Coordinator's Log	• Organizational identities and membership; interests, needs and availability of prospective volunteers; awareness, concerns and current related activities of sources of prospective volunteers
	• Develop workable plan at project sites	• Determine views of site representatives; compile views for project planning	• Project Coordinator's Log	• Site staff awareness of issue, interests and support, resources and available, needs and concerns
	• Formulate action steps for materials development and dissemination	- None -	- None -	- None -

Schematic of Project Evaluation

Phase	Project Objectives	Evaluation Objectives	Instruments	Content
II. Recruitment	• Develop project brochure	• Identify needs for information of potential volunteer population	• Project Coordinator's Log	• Purposes of brochure kit ____ content areas and items staff time use
	• Publicize project	• Track publicity outflow; identify response	• Project Coordinator's Log	• Staff activities, time use; types of information media used, targets of media, amount of use; extent and type of response from each medium ___ of information
	• Contact resource organizations; secure volunteer "pool"	• Chart project activity; identify resource organization responses; identify size and characteristics of volunteer "pool"	• Project Coordinator's Log • Tutor Intake Form	• Staff activities and time use; characteristics and responses of contacted organizations • Number of prospective volunteers, personal demographics, interests of project, previous contacts with refugees, language skills, how heard of LEIF
	• Select 25-30 tutor trainees	• Document selection process, characteristics of selected trainees	• Project Coordinator's Log • Tutor Intake Form	• Staff activities and time use; decisional process used, steps • (Same content as above)

Schematic of Project Evaluation

Phase	Project Objectives	Evaluation Objectives	Instruments	Content
II. Recruitment (Continued)	• Conduct pre-measure of volunteer attitudes	• Identify pre-project attitudes of trainees in cross-cultural and intergenerational areas	• Tutor Attitude Inventory	• Attitudes toward own culture; stereotypic views of other culture; feelings on cultural difference; attitudes on own generation; stereotypic views of other generation
	• Conduct training program	• Identify trainees' reactions reactions to training workshops	• Tutor Workshop Evaluation	• Positive and negative reactions to aspects of workshop; perceived utility of aspects; self assessment of skills; in-service training needs; observations and suggestions
	• Conduct orientation program for teachers, staff	• Determine initial perceptions of teachers/staff; identify reactions to orientation	• Teacher Pre-Project Questionnaire	• Grade Level, classroom needs for volunteers, specific ideas for use of volunteers, concerns around volunteer use, personal gains hoped for in participating
			• Project Coordinator's Log; Teacher Interview Monitoring Form	• Teacher/staff reactions to orientation; movement in concerns voiced in Teacher Pre-Project Questionnaire
	• Recruit 200 students	• Identify number of actual students recruited; identify students characteristics	• Recruit 200 students	• Number of forms; demographic characteristics

Schematic of Project Evaluation

Phase	Project Objectives	Evaluation Objectives	Instruments	Content
III. Provisions of ESOL Services	• Develop tutoring schedule for volunteers at two sites and in the homes of older students	• Identify effective schedules; staff time and activity in deriving schedules	• Project Coordinator's Log	• Staff time and activity; problems in deriving schedules and maintaining them
	• Match school volunteers	• Issues, problems, success in matching; differing perspectives on the process, its maintenance	• Project Coordinator's Log; Monthly Tutor Report; Teacher Interview Monitoring Form	• Success and problems in matching; issues raised; resolution of issues
	• Provide instruction in school, community site, homes: 6,000 hours of instruction targeted	• Identify pre-tutoring attitudes of adult students	• Pre-Attitude Inventory	• (See content in Phase II Tutor Attitude Inventory)
		• Monitor views of Advisory Committee on project	• Project Coordinator's Log	• Issues, problem, successes identified, midcourse changes documented;
		• Monitor teacher views of classroom progress	• Teacher Interview Monitoring Form	• General classroom situations; issues related to student, volunteers, teachers; project impact and changes
		• Monitor progress of students in ESOL learning	• Emergency English for Refugees test	• Basic English language competency; 7 items, scored

Schematic of Project Evaluation

Phase	Project Objectives	Evaluation Objectives	Instruments	Content
III. Provision of ESOL Services (Continued)			• Tutoring Log	• Pre-lesson plan: new words: new sentence patterns, props needed, pronunciation in dialogue; Post-Lesson Notes trouble areas in vocabulary, sentence pattern, dialogue, sounds; special requests or needs; general comments on problems, successes
			• Birney Tutor Log	• Major activities of tutors; successes and teaching problems, relationship with teachers, general comments/thoughts
	• Provide instruction in school, community site, homes: 6,000 hours of instruction targeted	• Document service provision	• Monthly Tutor Report	• Tutoring schedule; number of hours of tutoring; by student; time devoted to lesson preparation, tutor meetings
			• Tutoring Log	• Tutoring activities, by day, week, month
			• Project Coordinator's Log	• Problems in service provision; problem resolution; problem impacts on project; Advisory Committee perspectives on provision of services.

Schematic of Project Evaluation

Phase	Project Objectives	Evaluation Objectives	Instruments	Content
IV. Materials, Development, Evaluation and Information	• Complete videotaping of selected training and tutoring sessions	- None -	- None -	- None -
	• Secure Advisory Committee input on written project products	-None -	-None -	-None -
	• Complete summary evaluation on project	• Identify post-project attitudes of tutors	• Post- attitude inventory	• (See content under Phase II, pre-attitude inventory)
		• Identify post-project attitudes of adult students	• Post- attitude inventory	• (See content under Phase II, pre-attitude inventory)
		• Identify movement in language skills	• Emergency English for Refugees test	• Movement scores on seven items, summary scores
			• Teacher Interview Monitoring Form	• Track through on-going reports teacher comments on learning progress
			• Tutoring Log	• Track movement in pre-lesson plan and Post- Lesson note (see Phase II for content)

Schematic of Project Evaluation

Phase	Project Objectives	Evaluation Objectives	Instruments	Content
IV. Materials Development, Evaluation and Information (Continued)		• Identify perspectives on overall project attainment of specified objectives and unanticipated outcomes	• Key Informant Interviews (with representative Advisory Committee members, other project "actors")	• Identification of project successes and failures, and reasons for each; recommendations for project changes; inputs on dissemination potential
			• Interviews with teachers	• In-depth probing of classroom experiences, system problems and needs recommendations, and inputs on dissemination potential
			• Interviews with selected adult students and with all tutors	• Positive and negative aspects of experience in the project; reasons for success and failure and recommendations

Refugees Find Compassion in Language Program

By WENDY E. SOLOMON

Special to The New York Times

PHILADELPHIA — East meets West and old meets young in an innovative program here that has become a model for other cities in helping elderly refugees break out of isolation and restore self-esteem.

Project LEIF, for Learning English through Intergenerational Friendship, trains college volunteers to teach English to the refugees in their homes or community centers.

The program, which is part of Temple University's Institute on Aging, grew out of the suicide here three years ago of an elderly Hmong woman who had recently fled Laos.

"She was so lonely she couldn't stand it anymore," said Dr. Gail Weinstein-Shr, a assistant professor at Temple who taught English to the Southeast Asian community and was called by the woman's family members. The death, Dr. Weinstein-Shr said, "brought home the terrible, terrible problems facing the Hmong."

"The suicide drove home to me that the issue of aging is really important," she added. "It got me focusing on the isolation of older people."

Teacher as a Companion

Within the year, Dr. Weinstein-Shr created Project LEIF with Nancy Henkins, director of the university's Institute on Aging. Ostensibly, Project LEIF is an English class. But its creators said that by pairing young and old from different cultures, a bond of friendship blossoms, helping the elderly feel more connected to society.

"If she had had a tutor, it would have broken some of the isolation," Dr. Weinstein-Shr said of the Hmong woman. "She would have had a companion."

Every year about 70,000 political refugees arrive in this country, according to the United States Office of Refugee Resettlement. Most are 18 and 35 years old, but about 4 percent are over 65.

Often overlooked by the resettlement agencies, these elderly refugees have different needs and problems than younger refugees. Often, as in the case of the Hmong woman, they are from cultures in which advanced age commands respect and privilege. Transplanted in the United States, older refugees find themselves jobless and without the language skills that their younger counterparts have better odds of mastering

The New York Times/Arthur A. [illegible]

Chiaker Lor, a Hmong refugee who came to the United States seven years ago, talking near his Philadelphia home with Dr. Gail Weinstein-Shr, who co-created Project LEIF. Project LEIF, for Learning English through Intergenerational Friendship, trains college volunteers to teach English to refugees in their homes or community centers.

"The older refugees were falling through the cracks," said Ms. Henkins. "Language was a major barrier to access to health and human services."

Each tutor meets with his or her student twice a week for about four hours and is encouraged to ask questions about the student's customs and homeland. In the process, the teachers find that they too become enriched.

In Philadelphia, the tutor is also an anchor for the elderly student.

Ms. Henkins had been successful at creating a variety of programs that bridged generations, including a theater group and a program for homebound elderly residents. With Dr. Weinstein-Shr's expertise in English as a second language and involvement with Southeast Asians in Philadelphia, the two developed the program.

Dr. Weinstein-Shr said that the teaching approach had since been adapted in Dallas, Portland, Ore., Denver and Chicago and that nearly half a dozen other cities had asked for information on the program.

Dr. Weinstein-Shr initially applied the program to the Hmong because, she said, "no one knows how to teach them." The Hmong, a tribal hill people, did not have a written language until missionaries recorded it in the 1950's. The Hmong proved a challenge, she said, because traditional teaching methods did not work.

"They were basically hill subsistence farmers and had never seen print, never seen a pencil," she said. "In the classroom, teachers assume literacy, but they can't take notes."

Lessons for a Medicine Man

Chiaker Lor, a Hmong shaman, or medicine man, is one of the students who has benefited from private tutoring. Mr. Lor, who is not sure of his age, came to this country seven years ago with his family after living in refugee camps in Thailand for six years. Once one of the most respected people in his village, he found that the spells and chants that were his trade were not in demand in an industrialized society.

His twice-weekly tutoring sessions with Harold Walker, a graduate student at Temple, are helping him to get by in urban Philadelphia. Mr. Walker said he had taught Mr. Lor "survival English" and not to take junk mail so seriously.

To understand his student better, Mr. Walker said, he studied the Hmong culture. Finding an article on the Hmong in an old copy of National Geographic, he gave it to Mr. Lor. As it turned out, Mr. Lor knew some of the people in the photographs because they were from his village.

For the 250 older students who have been tutored so far, fluency will probably never be achieved, but it is also not the project's goal.

"Language teaching to me is not the most important thing," said Dr. Weinstein-Shr. "It's a vehicle for creating the relationship. As the relationship grows, then there's something worth communicating for."

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A. PA.

Greg Szczepanski/Temple News

Gail Weinstein, coordinator of Learning English Through Intergenerational Friendship

Refugees learning English

by *CHERYL D. SMITH*

The university's Center for Intergenerational Learning is sponsoring a free tutorial program designed to enhance the English language skills of school age and elderly refugees.

Project Leif (Learning English Through Intergenerational Friendship) is an experimental project that plans to mobilize a group of volunteer tutors who will help refugees from Angola, Ethiopia, Cambodia and Vietnam as well as from other countries.

Funded by the Florence E. Burden Foundation, the project will provide Philadelphia's newest citizens a boost towards self-sufficiency and a chance to become contributing community members.

The idea for the workshop came from Nancy Henkin, director of the center.

Gail Weinstein, a doctoral student at the University of Pennsylvania, was hired by Henkin to operate the program.

Weinstein has been teaching English as a second language for eight years, working primarily with refugees.

Weinstein said that student tutors need not speak a foreign language to instruct the refugees in English.

She said she will be offering monthly in-service training meetings for volunteers to provide them with new teaching ideas, problem solving techniques and cultural information.

Student volunteers will be encouraged to incorporate the project into their own studies, and receiving credits for tutoring is a possibility, she said.

The project will run until May of 1986, and Weinstein said tutors are required to commit themselves for at least three months.

"We are trying to bring people of different cultures together, as well as people of different ages together, so we will have both young and older volunteers working and helping each other," Weinstein said.

The volunteers will be matched with both young and older students. The older volunteers will work with non-English speaking children and younger volunteers will have the opportunity to work with the elderly.

Weinstein said she hopes the model project will be replicated across the country.

The project is open to any person willing to devote their time.

Volunteer training will take place at the Logan Community Center at the Harry Hoisher Church on Friday, October 11 and on Saturday, October 12.

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REFUGEE CONCERNS

INTEREST SECTION NEWSLETTER

1986 WINTER

Logo designed by Fred Ligon

Greetings from the Chair!

This is likely to be the last newsletter I'll address you as chair of the Refugee Interest Section. Reunions, presentations, and our business meeting are approaching as part of TESOL '86 in Anaheim.

Two concerns I have are:

1. Are you adequately represented by this Interest Section?
2. What directions do you want this IS to take?

In terms of representation, over 1,000 of you receive this newsletter. Yet less than 11% of you designate the REfugee Interest Section for your primary membership. This IS with your primary membership receives voting power in the TESOL IS Council and other leadership areas. TESOL is becoming increasingly involved in members' political concerns. You can enlarge the often overlooked needs of refugees by ensuring that the Refugee IS is strong. If you serve a significant number of refugees, please consider designating your primary IS membership for refugees.

To designate your primary interest section membership in the REfugee IS, contact Edmund LeClaire, Membership Coordinator, TESOL, 201 DC Transit Bldg., Georgetown University, Washington, D.C. 20057.

Our Interest Section has taken some exciting directions in the last year. Members volunteered to solicit articles and items for this year's newsletters, which focused on Legislation/Policy Issues, MEntal Health, and a forthcoming issue on Mutual Assistance Agencies. I'd like to see regions and special topics continue to be represented in our newsletter. How can we accomplish this? We can add standing committees and regional assistant editors to our leadership. These possibilities can diversify and strengthen our IS, helping ensure that a range of views is represented.

Julia LaKEY Gage
Rt. 1, Box 268
Vashon, WA 98070
work phone (9-noon):(206) 851-6131 x229
home phone (after 4): 567-4089

LANGUAGE AND COMMUNITY BUILDING: An Intergenerational Model

LEIF: Learning English through Intergenerational Friendship

In the last decade, English language programs for refugees have been increasingly geared toward job-related communication skills for employable adults. Little attention has been given to the place of language in the community as a whole, both within each ethnic group as well as between the refugees and their Anglo neighbors.

Elderly refugees, for example, are typically ignored, as their adult children are trained for employment. This group is burdened by isolation, drastic role changes in their family and community, and a variety of other factors related to their relocation in the United States. This isolation contributes to tension in multi-ethnic communities where refugees have not had opportunities to interact with their new Anglo neighbors in positive ways. In addition, young refugee children need a "leg-up" as they adjust to their new school settings.

Project LEIF is a model program sponsored by Temple University's Institute on Aging, in which an intergenerational corps of volunteers is recruited from older adult groups, local colleges and university and community organizations. They are trained to offer individual and small group ESOL instruction to refugees. Specifically, elderly native speakers are matched with refugee children, and young native speakers are matched with elderly refugees. The purpose of such a match is to encourage young people to discover the resources of the elderly, and to provide the elderly with an opportunity to share their resources with the young. Thus, community is strengthened not only across cultures, but across generations as well.

The project's intergenerational approach promotes tapping the community's human resources as older people assume productive roles, and it fosters in young people a sense of responsibility for older persons in need. The training for the volunteers stresses an approach to teaching that encourages cross-cultural understanding and exchange.

For more information, contact:

Gail Weinstein-Shi
Coordinator, Project LEIF
Institute on Aging
University Services Building (083-40)
Philadelphia, PA 19122

Interchange

A Newsletter of the Delaware Valley Intergenerational Network Spring 1986

Hands Across Cultures

Project LEIF, Learning English through Intergenerational Friendship, is a project designed to enhance language skills of school-age and elderly limited English speakers by mobilizing an intergenerational corps of volunteer tutors. Volunteers are trained in methods of teaching English as a Second Language (ESOL) and in cross-cultural sensitivity. They are then matched with a refugee who knows little or no English. The following are some thoughts from the Project Coordinator...

Every week in the Logan section of Philadelphia, 32 college students teach English to Southeast Asian elderly, and six senior citizens give their time to help refugee children in Birney Elementary School. Many of the tutors were nervous when they first started in the program. They were worried about whether or not they would know what to do—about whether their students would like them. I knew the H'mong and Cambodian elders were nervous too. Many were afraid that they are too old to learn English.

But the minute you point a tutor toward a student, all the lights seem to go on. The teaching methods become secondary—they are just a tool. When several tutors met their older students for the first time, I could barely break into the telegraphic speech and pantomimed conversations to give the students and tutors their books. The smiles all around were radiant; the first connection seemed to break through all of the doubts.

I also know that gaining the trust of the Asian community is a slow and hard-earned process. I know that you can't just circulate fliers to pre-literate adults to get information out. One must identify community leaders, work closely with them to gain their confidence, and provide a service that will speak to their people's needs. What I didn't know was how hard it would be to bring the Asians and the Anglos to one place at one time. But now we have a comfortable learning center at Holy Trinity Church where students and tutors can meet, and we have two wonderful bi-lingual assistants who help students and tutors who can't come to the learning center arrange home-based lessons.

The work is beginning to pay off. One Cambodian man reports that he bought some stamps by himself for the first time after practicing with his tutor. A H'mong widow got help from her tutor in filling out forms for her child's school. A college-age volunteer tells me that the Vietnamese man she tutors invited her whole family to join his family for a typical Vietnamese dinner. Her family in turn gave them a Christmas tree, and helped with the decorations. The teachers at Birney School say their children are impatient for the days when their tutors come. The older tutors share their enthusiasm.

I am very satisfied to watch as the elderly refugees begin to feel important when they use the English that they have learned. I enjoy seeing the children at Birney greet their volunteer tutors in chorus. As hands reach across the cultures, I watch with delight as language is learned and friendships are being made. **Gail Weinstein[illegible],** *Coordinator, Project LEIF, Temple University*

June 6, 1986

TEMPLE TIMES

Gail Weinstein-Shi admires artistic Hmong handiwork in her office.

LEIF: Across generations and cultures

Learning basic English language skills has been a major problem for elderly Hmong, Cambodian and Vietnamese refugees.

While their children have been taught English geared toward job-related skills, the elderly are often ignored.

This leads to isolation in their families and the community, where they have had little chance to interact with new neighbors.

Temple's Institute on Aging is recruiting tutors for the fall to work one-on-one with these refugees in the city's Logan section.

The tutors are part of a model program called Project LEIF (Learn English Through Intergenerational Friendship).

The successful program was developed by the institute's Center for Intergenerational Learning, which is directed by Dr. Nancy Z. Henkin.

Gail Weinstein-Shi, coordinator of Project LEIF, explains why the elderly often feel alone and helpless.

"In their native land, they were authority figures," she said. "The elders met and served as information carriers. Here that role has been usurped by younger adults who are bilingual."

There is another obstacle for the Hmong. Many of these refugees were not literate in their native language, for which a written system was just developed some 20 years ago.

As a result, traditional classroom instruction is less effective than individual tutoring.

Weinstein-Shi uses a curriculum in life and survival skills for the elderly refugees, who need help in learning how to use the telephone, call the police, converse with physicians and use money.

Project LEIF is actually designed to unite two groups. As young adults teach the elderly, English-speaking elderly volunteers work with non-English speaking children.

"As a result, the community is strengthened not only across cultures, but across generations as well," Weinstein-Shi said.

Volunteer tutors in the spring program were honored last week. Those interested in helping in the fall can call Weinstein-Shi at 787-6970.

TRIBUNE

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Temple teaching refugees English

Older refugees in Philadelphia are breaking through the language barrier with the help of student tutors through Temple University's Project LEIF (Learning English through Intergenerational Friendship).

For example, Chanty Savath, a 50-year-old Laotian refugee, learns how to describe her pregnancy problems to the doctor with her tutor Barbara Ringgold, a Temple graduate student. And Chia Ker Lo, 55, a Laotian shaman (medicine man) of the Hmong tribe, learns English by studying American history, geography, and politics with graduate student Harold Walker.

The program, based at Temple's Institute on Aging, trains students to teach basic English skills to older refugees and immigrants from Southeast Asia, China, and Latin America. These refugees endure an intense sense of desolation and have special difficulties in adapting to life in the U.S., according to LEIF Director Dr. Gail Weinstein-Sheh.

Due to the success of LEIF in Philadelphia, it is being copied in four cities across the country: Dallas, Chicago, Denver and Portland.

"Although programs do exist for refugees, most of them are geared toward employment training for younger people," Weinstein-Shr, explaining. "LEIF is one of the first programs with an emphasis on language for older refugees."

LEIF also offers college students the opportunity to learn about another culture and to gain appreciation for the resources and talents of the elderly. The program's one-on-one tutoring allows trust and friendship to develop between student tutors and older refugees, who have often never been close to an American.

Chanty Savath, who is expecting her ninth child in September, found time to hand-embroider a skirt for her tutor, Barbara Ringgold, between caring for her children and her ailing husband.

"She has a great desire to learn English so she won't have to depend on her children to interpret for her. The tutoring has also been a tremendous learning experience for me," said Ringgold.

Tutor Harold Walker said his student, Chia Ker Lo, is extremely enthusiatic. "Because he has a great interest in world culture, I take National Geographic articles and rewrite them at a simpler level for him."

Dinh Hua, a Vietnamese refugee and TV repairman, has studied English with Stephanie Stanco, a junior at Penn, since February.

(Continued on Page 2-A)

(Continued from Page 1-A)

"Dinh's family is so friendly. They have a special chair for me to sit in and they're constantly offering me tea and food. The whole family likes to look on and join the lesson," Stanco said.

Maria Carrion, a Puerto Rican grandmother who is learning to read, refers to her tutor, Temple student Loraine Ricci, as, "my daughter, my beautiful teacher."

Many students continue the 3-4 hour-a-week commitment for a year or more. Some are able to use the experience as part of college anthropology, linguistics, or English-instruction classes.

Weinstein-Shr notes that the tutors often care deeply for the refugees and are concerned that they continue their studies even after the pair can no longer meet.

Students visit the refugees at home or at one of the cultural centers in Philadelphia, including the Cambodian Buddhist Temple in South Philadelphia, the Chinese Cultural Center in Chinatown, and Norris Square Senior Center — for Hispanics — in North Philadelphia.

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MILESTONES
DEDICATED TO IMPROVING THE QUALITY OF LIFE OF THOSE OVER 60

TREND WATCHING

Temple U. Helps Older Refugees Break Through Language Barriers

By Andrea D'Asaro

■ Chanty Savath, a 50-year-old Laotian refugee is learning how to describe her pregnancy problems to the doctor with her tutor Barbara Ringgold, a graduate student at Temple University. Chia Ker Lo, 55, a Laotian shaman (medicine man) of the Hmong tribe learns English through studying American history, geography, and politics from graduate student Harold Walker who describes Chia as "scholarly."

These older refugees in Philadelphia are breaking through the language barrier with the help of tudents tutors through Temple Jniversity's Project LEIF (Learnng English through Intergeneraional Friendship).

The program, based at Temple's nstitute on Aging, trains students o teach basic English skills to older efugees and immigrants from outheast Asia, China and Latin America. These refugees endure an ntense sense of desolation and ave special difficulties in adapting to life in the U.S., according to Dr. Gail Weinstein-Shr, LEIF director.

Due to the success of LEIF in Philadelphia, it is being replicated in four cities across the country: Dallas, Chicago, Denver and Portland, ORE. Teams of experts from these cities met at a recent National Symposium on Older Refuges in Washington, D.C., co-sponsored by Temple's Institute on Aging. With the groundwork laid by the experience of Philadelphia's pioneer LEIF tutors, the teams were able to develop programs to solve the needs of older refugees in their own communities.

"Although programs do exist for refugees, most of them are geared towards training for younger people," explains Dr. Weinstein-Shr. "LEIF is one of the first program with an emphasis on language for older refugees."

LEIF also offers a unique opportunity for college students to learn about another culture and to gain appreciation for the resources and talents of the elderly. The program's one-to-one tutoring allows trust and friendship to develop between student tutors and older refugees — who often never been close to an American.

Xia Kao Xiong, 67, of the Hmong hill tribe of Laos, learns to read the label on a salt box with the help of Temple University tutor Maureen Fleming.

photo by Zigiang Shi

Chanty Savath, who is expecting her ninth child in September, found time to hand-embroider a skirt for her tutor, Barbara Ringgold, between caring for her children and her ailing husband.

"She has a tremendous desire to learn English so she won't have to depend on her children to interpret for her. The tutoring has been a tremendous learning experience for me," says Ringgold.

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Many students continue the 3 - 4 hour a week commitment for a year or more. Some are able to use the experience as part of anthropology, linguistics, or English-instruction classes at college.

LEIF director Weinstein-Shr notes that the tutors have a deep caring for the refugees and are concerned that they continue their studies even after the pair can no longer meet.

Students visit the refugees at home or at one of the cultural centers in Philadelphia, including the Cambodian Buddhist Temple in South Philadelphia, the Chinese Cultural Center in Chinatown, and Norris Square Senior Center — for Hispanics — in North Philadelphia.

For further information on Project LEIF and dates of the next training workshop, please contact Gail Weinstein-Shr or Nora Lewis at Temple University's Institute on Aging: 787-6970.

Project LEIF is funded by the Florence V. Burden Foundation.

Temple News

Philadelphia, Pennsylvania · Wednesday, September 21, 1988 · Vol. LXVIII, No. VI

Refugees get aid through LEIF

By Cynthia Turner
Special to the News

Each year, over 100 elderly refugees are instructed by tutors from the Learning English Through Intergenerational Friendship (LEIF) program at Temple's Institute on Aging.

The refugees, who come from Latin America, China and Southeast Asia, were authority figures while living in their home countries. Upon arriving in the U.S., however, they face low self-esteem, isolation and the inability to perform daily functions, said Nancy Henkin, director of the Center for Intergenerational Learning. Henkin founded LEIF in 1985.

"It is now three years in the running and has demonstrated its success to other major cities in the U.S.," Henkin said.

Dallas, Chicago, Denver and Portland, Ore. are starting similar programs, she said.

Tutors come from colleges, churches, community groups and senior citizen organizations, said Gail Weinstein-Shr, whom Henkin hired to direct the LEIF program.

In the program's first year, approximately 30 refugees and tutors were in the program, Weinstein-Shr said. About 60 are involved this semester.

"Most refugee programs focus on training the younger for employment," Weinstein-Shr said. "However, LEIF concentrates on teaching the elderly basic living skills with some English [that is] necessary to fit their particular lives."

Weinstein-Shr said the students learn to answer phones, go shopping and mail letters. The program gives older refugees more independence than they would have without these skills.

Students who volunteer as tutors earn academic credit or teach as part of Temple Mile, a community assistance program run by the university.

Tutors meet with their students for two hours, twice a week. The tutoring, which lasts for one semester, takes place in the refugee's home and one of the program's designated locations, Weinstein-Shr said. Locations include a multi-cultural community center, a Hispanic senior citizen center, a Cambodian Buddhist temple and an ethnic Chinese association.

See LEIF, pg. 7

LEIF, from pg. 1

Volunteers must complete 12 hours of training in teaching methods and their students' cultures, Weinstein-Shr said, adding that LEIF provides mutual benefits.

While refugees learn some basic English and everyday skills, they make friends — many times their first ones in this country, Weinstein-Shr said.

Mikiko Yanese, a graduate student pursuing a degree in teaching English as a second language, tutored Chinese refugee Anna Ni Kuo.

Yanese said she chose the program to gain credit toward her master's degree, but ended up forming a lasting relationship with her student.

Since elders are viewed with great respect in many Asian countries, Yanese said she felt strange teaching someone older than herself.

"I respected her because she is an elder and she put herself below me as a student," she said.

Before tutoring, Ni Kuo could not use the phone. Now she can make calls and go to the post office. She also is involved with the West Philadelphia Chinese Association, which her husband directs.

Tutors and students participate in cross-cultural events outside of the lessons, Weinstein-Shr said.

Yanese said she attended "Chinese Night," during which Chinese students shared their cultures with their tutors.

Tutor training for this semester starts Sept. 30. For more information, call Nora Lewis at 787-3212.

For more information, contact Dr Gail Weinstein-Shr or Nora Lewis at the Center for Intergenerational Learning. (215) 787-6970

Project LEIF is funded by the Public Welfare, Florence V Burden and Retirement Research Foundations

Survival school for refugees

In South Phila., Asians conquer English — and their fears.

By John Corr
Inquirer Staff Writer

Upstairs, Fred Kauffman was questioning the head monk. Downstairs, Bonnie Baker stared at the golden Buddha, sipped spiced tea and waited for Soph An Heng.

It was a typical Tuesday at the only Buddhist temple in South Philadelphia, with everyone working on the nuts and bolts of survival in the perplexing and perilous city.

The elaborately appointed temple, which exists behind an ordinary storefront on Seventh Street near Jackson Street, is the spiritual center for the city's growing Cambodian community. But on Tuesdays and Saturdays, it is something more.

It serves as one of the four learning centers for Project LEIF, which matches up young Philadelphians with older refugees from Southeast Asia to help them conquer the fear and isolation that results from the inability to speak the language of their new country.

The young language tutors are, at the same time, helping their students conquer the depression that comes from the loss of status and self-respect that afflicts many of the older refugees from Laos, Vietnam and Cambodia, which is now called Democratic Kampuchea.

The Philadelphia Inquirer / JOHN COSTELLO

Sally Hawn, of Project LEIF, with her pupil, Xia Kao Xiong.

In the words of Gail Weinstein-Shr, director of LEIF (or Learning English through Intergenerational Friendship):

"In their country, they were the authority figures in the family, accorded great respect and consulted about every important decision. But when families come to America, it is the children and teenagers who first pick up the language, learn how to use the buses, call the doctor and do the shopping.

"The elders begin to feel useless and isolated within the family. Their role is usually to stay home and care for the youngest children while others in the family go to work or school."

And the big, cold city becomes a dangerous puzzle to people who have been, for the most part, farming folk and are illiterate even in their own language.

For these reasons, Nancy Henkin dreamed up Project LEIF and recruited Weinstein-Shr to run it. Henkin is director of the Center for Intergenerational Learning at Temple University's Institute on Aging.

Weinstein-Shr put together a pilot project two years ago, using mainly Temple students to teach English and basic urban survival skills to older refugees on a one-to-one basis.

"We call them elders or elderly, but many are around 40. In their culture, in which people marry at a very young age, they are by this time grandparents," Weinstein-Shr said.

Now, with funding from the Ford Foundation and the Florence V. Burden Foundation, LEIF operates at four learning centers, including a new facility for Spanish-speaking older people at the Norris Square Neighborhood Center, 2141 Howard St. The other centers are at 4039 Walnut St. and at Fifth and Fisher Streets in Olney.

There are 58 tutors, about half of them non-students.

"The word got out, and volunteers began contacting us," Weinstein-Shr said. "They come from all walks of life and all sorts of occupations."

Fred Kauffman is one of them. He had worked for four years on a relief project in Cambodia sponsored by the Mennonite Central Committee in Philadelphia. When he returned to Philadelphia, a friend showed him a LEIF pam-

(See CAMBODIANS on 6-G)

A survival-skills school for refugees

CAMBODIANS, from 1-G

phlet, and he signed on.

Because of his experience and some knowledge of Khmer, the language spoken by Cambodians, he was asked to tutor the two Buddhist monks who preside over the Seventh Street temple.

"They are delightful people and good students," he said. "The languages they already know are Khmer, Thai and Lao. They both have scholarly backgrounds, have studied Sanskrit, etc."

But, during a typical English lesson, Kauffman questions them in the simplest terms:

"Where is the bank?"

"The bank is across from the park."

"Where is the hospital?"

"The hospital is around the corner from the bank."

Bonnie Baker's situation is more typical. She is a 22-year-old psychology student at Temple. Her student, Soph An Heng, is 35, a painter and the father of three children.

"It's been a fascinating experience," Baker said. "It's not just teaching English. You help your students in other ways — filling out forms, that kind of thing. You get to know each other."

The project now reaches 40 Cambodians, 25 Hmong, seven Lao, seven Hispanics, three Koreans and one Vietnamese. Tutors meet with the students twice a week, once in a learning center and once in the students' homes.

The lessons in the home account for the fact that the students have come to outnumber the tutors. Family members tend to "sit in" on lessons and eventually get into the program themselves.

"A relationship builds up between the tutors and students," Weinstein-Shr said. "They become friends. And that's what we hope for."

LEIF sponsors parties, dinners and trips so that the tutors and students can spend time together socially. Also, part of the tutors' preliminary training involves learning about the cultures and the histories of the peoples of Southeast Asia.

"LEIF has been a great help to our people," said Chin Hay Kho, director of the Cambodian Association of Greater Philadelphia. "Our major problem has always been the language barrier, and this is really an excellent and effective way of helping."

Kho said 6,000 to 8,000 Cambodians are living in Philadelphia, about 2,500 of them in the area around the Buddhist temple. The temple opened last year and, this summer, will be moved to a vacant Lutheran church near Second and Tasker Streets.

Weinstein-Shr said the tutors undergo 12 hours of training before meeting their students. The training deals with basic techniques of teaching language and tips on helping the students develop "survival skills," such as figuring out prices, making change, buying stamps and shopping for food.

"A good thing about the one-on-one aspect of the project is that a tutor can talk about what to do at the post office, then take the student to the post office and see how well the lesson worked," she said.

"A lot of the tutors develop ongoing relationships with the students. They commit to a three-month period of teaching, but many continue after that. Some who were in the pilot program in 1985 still have contact with their students and their families.

"The project not only enables the students to manage better in the American society, it gives them a relationship outside of their little community, makes them feel more part of what is going on around them.

"And the tutors report that they feel enriched because they are learning about a different culture. And different foods. Lots of the students seem to take great pleasure in cooking things for their tutors."

There are no rules in LEIF, she said, about eating on the job.

PHOTO DICTIONARY
PHOTO DICTIONARY

The Philadelphia Inquirer / JOHN COSTELLO

At left, a Hmong student tries to recall the word "beard" [illegible] right, teacher Kendall Garing (left) works with Thin Mith.

The Philadelphia Inquirer / MICHAEL MALLY

In a storefront temple in South Philadelphia, Project LEIF volunteer Fred Kauffman instructs two Buddhist monks in English.

Tour shatters walls of isolation

By Howard Goodman
Inquirer Staff Writer

Twenty-three years she's lived in this country, and Anna Irizarry of Colombia had never seen the Betsy Ross House or the Liberty Bell.

Thirteen years she's lived in Philadelphia, and she'd never seen the mansions in Fairmount Park.

That's what can happen when you're old and an immigrant and you speak no English.

"There's an awful lot of isolation," said Nora Lewis, who coordinates a program to teach English to older immigrants and refugees. "Many are afraid to leave their homes or go outside their neighborhoods."

Yesterday, Irizarry, who lives in a Hispanic neighborhood near Norris Square Park in North Philadelphia, summoned up her courage, put on a winter coat and knit cap and took a growing command of the language to Center City.

There she joined six other English-as-a-second-language students and boarded a Fairmount Park trolley for a 2½-hour tour of the adopted city she has barely seen.

Most of her own words were in Spanish as she translated tour-guide spiel for a companion. Maria Anaya came to the United States 31 years ago from Puerto Rico and speaks even less English than Irizarry. "She's my interpreter," Anaya said.

A year ago, neither of the smiling women could understand more than a few words of English, said Lewis, whose Project LEIF (Learning English Through Intergenerational Friendship) has helped about 300 students, nearly all older than 40, in four years of existence.

The program, associated with Temple University and financed through private grants, brings tutors — mainly college students — into the older students' homes. It was started to aid Cambodian and Laotian refugees. Two specialists in aging and education, Nancy Henkin and Gail Weinstein-Shr, became alarmed by high suicide rates among the older refugees and set out to do something about breaking down the newcomers' fright and isolation.

Their answer was to teach language — not an easy thing for older people to learn.

"Progress is slow," Lewis conceded. "If you give them tests, you won't see great scores. But I've had a Hmong man recently who was able to go to the post office and make change, and that was a big deal for him."

Five Cambodians and three more Chinese had been expected to make the tour but did not show. "The Cambodians don't have a lot of warm clothing," explained Lewis, a doctoral candidate in education, "and being old, they think about crime and rip-offs, and it keeps them from going out."

But Ketong Fong, 66, was aboard, smiling and leaping to his feet when trolley driver Michael Davis said the nativity scene at the Old First Reformed United Church of Christ — over there on the right — had live animals in its fake mangers. When Fong — a writer and teacher of Chinese history, an oil painter and a Boy Scout leader in his native Taiwan — came to America 14 months ago to be closer to his children, he understood no English. Now he wanted a better look at the animals.

"I like this city," he said. "Last summer I went to Pin," he faltered, "to Pin ... "

Penn's Landing?

"Yes, yes, in the summer."

The group took pictures at Independence Mall, shivered as they studied the displays at the unheated Betsy Ross House. For the longest time, Irizarry peered at one of the displays. Mannequins dressed in Colonial garb were posed as if in the middle of upholstering a chair.

"No finish!" she joked, in English.

The Philadelphia Inquirer / RON TARVER

Translator Yenlin Zhang (left) explains a portrait at Strawberry Mansion to the tour group.

PROJECT LEIF MATERIALS LIST

I. GENERAL TEXTS

(COVER VARIETY OF SKILLS)

BEGINNER

Lane, Marti. 1982. *Emergency English. Handbook for Tutors and Student Workbook.* Dubuque, Iowa: Kendall/Hunt Publishing Company. Organized around survival topics such as food, clothing, family, etc. Can be used with beginning students, although many exercises in student workbook will be too difficult for preliterate students.

Longfield, Diane. 1981. *Passage to ESL Literacy. Instructor's Guide and Student's Workbook.* Arlington Heights, Ill.: Delta Systems, Inc. Beginning text designed to prepare students for speaking, listening, reading and writing in English. Very good for use with preliterates, especially those for whom Emergency English is too difficult.

McGinn, Finian and McMenamin, Jerry. 1983. *Acquiring English: An ESL Teacher's Guide for the Hmong Student.* Fresno, CA: Education Center, Fresno Unified School District. Classroom activities specifically geared to Hmong students. Can be used with beginners or students already literate in English. Also includes information on the Hmong language.

Mrowicki, Linda and Furnborough, Peter. 1982. *A New Start. A Functional Course in Basic Spoken English and Survival Literacy. Student's Book.* Portsmouth, NH: Heinemann Educational Books. Illustrated workbook for beginning adult learners. Organized around topics/situations. Lessons give practice in oral communications and simple reading and writing tasks.

Takahashi, Noriko and Frauman-Prickel, Maxine. 1985. *Action English Pictures.* Hayward, CA: Alemany Press. Picture sequence to use with the Total Physical Response method of teaching. For use with beginning (including preliterate) students, adult or child. Includes model lessons to go with the picture series.

BEGINNER - INTERMEDIATE

Castro, Oscar and Kimbrough, Victoria. 1979. *In Touch: A Beginning American English Series.* Student's Books 1 & 2. New York: Longman Inc. Series for young adults who have some mastery of beginning English speaking and literacy skills. Gives listening, speaking, reading and writing practice in each lesson. Lessons organized around conversational functions, such as giving and asking for information, talking about likes and dislikes, etc. Includes grammar practice.

Ellowitch, Azi, Batt, Karen, and Lane, Marti. 1985. *We're All in This Together! A Multicultural Learning Unit for ABE and ESOL Students.* Philadelphia: LaSalle Adult Learning Project, LaSalle University. Materials on critical and sensitive issues for urban community members. Material includes discussion and follow-up activities, as well as suggestions for tailoring lessons to the particular needs of your class. May be easier to use with a class than with an individual student. Can be tailored to almost all proficiency levels, but students will need some rudimentary listening and speaking ability in English.

Kuntz, Laurie. 1982. *The New Arrival. ESL Stories for ESL Students. Book One.* Hayward, CA: Alemany Press. Story of a Southeast Asian refugee's escape from his country and arrival in a refugee camp in Thailand. Organized into short chapters, each followed by discussion, vocabulary and writing exercises. Nice for Asian refugee students who are ready to start reading short, simple stories -- can generate much discussion about personal experiences.

Mosteller, Lee and Paul, Bobbi. 1985. *Survival English. English through Conversation.* Englewood Cliffs, NJ: Prentice-Hall. Not for preliterates, but ok for beginners with some English. Covers survival and coping skills. Main focus is on vocabulary and dialogues, but some reading and writing with each lesson. Contains a lot of pictures and cartoons.

INTERMEDIATE

DeFilippo, Judy. 1985. *Lifeskills and Citizenship.* Addison-Wesley. For intermediate level ESL adults. Each unit organized around a theme dealing with life and survival in the U.S. Provides activities for grammar, speaking, listening, reading and writing practice.

Dressner, Beck, Morgano and Custer. 1980. *It's Up to You. Language Skills and Strategies for Getting a Job.* New York: Longman Inc. Workbook and cassettes designed to help ESL adults develop language skills, social skills and strategies necessary to find and keep a job in the U.S. For students with at least intermediate level speaking and writing skills.

INTERMEDIATE - ADVANCED

Auerbach, Elsa and Wallerstein, Nina. 1986. *ESL for Action. Problem Posing at Work.* Reading, MA: Addison-Wesley Publishing Company. Units organized around issues in the daily life of working people. Problem-posing approach involves questions for discussion, reading, writing, "action" activities in each unit.

Follet Coping Skills Series. 1977/78. New York: Cambridge. Series of workbooks for adults, each focusing on a "survival skill." Most demand advanced reading/writing skill, but some (Transportation, Medical Care) could be adapted for less advanced students. Other topics include: Job Interviews, Using Community Resources, Finding Housing, Budgeting Know-How.

Kuntz, Laurie. 1982. *The New Arrival. ESL Stories for ESL Students. Book Two.* Hayward, CA: Alemany Press. Story, organized into short chapters, of Southeast Asian refugee and his arrival/resettlement in U.S. Suggested listening, writing, grammar and discussion exercises follow each chapter. For more advanced reading students.

Robinson, Catherine and Rowenkamp, Jenise. 1985. *Speaking Up at Work.* New York: Oxford University Press. Text designed to help adults be better employees. Focuses on oral communication and reading/writing skills needed on the job. For intermediate or more advanced level students.

Shapiro, Tony. 1985. *Settling In. A Competency-Based Curriculum for U.S. Cultural Orientation. Teacher's Handbooks 1 & 2*. Fred Lignon, ed. Brattleboro, VT: The Experiment in International Living and World Education. Cultural orientation program originally designed to help prepare Southeast Asian refugees in camps in Thailand and Indonesia for life in U.S. Organized into units by issues like "Roles of men and women," "Housing in the U.S.," etc. Good for students with intermediate to advanced language and literacy skills in English. Much of material may be familiar to students who have been in U.S. for a while.

ADVANCED

Barabesh, Igor and Gillespie, Marilyn. 1983. *Shifting Gears. Hands-on Activities for Learning Workplace Skills and English as a Second Language*. Patrick Moran, ed. Brattleboro, VT: The Experiment in International Living. Pre-employment program designed to acquaint refugees unfamiliar with modern technology and industry with survival skills and language needed to keep a job in a modern industrial society like the U.S. Organized into skills activities, language development exercises (with an emphasis on speaking and listening comprehension), and math/numbers work.

Freeman, Daniel B. 1982. *Speaking of Survival*. New York: Oxford University Press. Organized around "survival situations," such as going to the doctor/hospital, buying food or clothing, finding a job, etc. Each unit provides conversation, reading, writing practice. Very advanced vocabulary and grammatical structures used in lessons and exercises, so not appropriate for beginning or intermediate students.

Goble, Dorothy Y. 1985. *How to Get a Job and Keep It*. 3rd edition. Austin, TX: Steck-Vaughn Company. Workbook on job hunting and interviewing skills. Includes applying for a social security card, reading want ads, filling out application forms, going through personnel interviews, etc.

Reiff, Tana. 1981. *That's Life series. Books 1-8*. Belmont, CA: Pitman Learning, Inc. Series of workbooks on "real life" dilemmas or problematic situations. Involves reading and answering comprehension questions on reading. Math problems and grammar exercises also included. No writing or discussion suggestions included, which would make lessons more interesting.

Seely, Margaret. 1980. *A Handbook for Citizenship Skills*. Hayward, CA: Alemany Press. Simple, comprehensive study aid for those preparing to take U.S. citizenship examination. Mostly reading and short answer exercises.

ALL LEVELS

Lignon, Fred. 1983. *Opening Lines. A Competency-Based Curriculum in E.S.L.. Teacher's Handbook*. Patrick Moran, ed. Brattleboro, VT: The Experiment in International Living. Curriculum developed to teach beginning adult students with little or no previous formal education. (Used in refugee camps in S.E. Asia.) Covers preliterate to advanced levels in each unit. Units organized around topics/situations or language functions and include all four skill areas. Very nice material.

II. LISTENING AND SPEAKING MATERIALS

BEGINNER

Keltner, Howard and Lee. 1983. *Basic English for Adult Competency.* Listening, speaking and some reading and writing practice for preliterate adults. Focuses on survival skills in English. Units organized around situations. Introductory text to English for Adult Competency I (see next section).

INTERMEDIATE

Keltner, Howard and Lee. 1981. *English for Adult Competency. Books I and II.* Englewood Cliffs, NJ: Prentice-Hall Inc. Series designed to help adult students learn oral language patterns and vocabulary needed in day-to-day life. Units are organized around situations, much like Emergency English or the Oxford Picture Dictionary. Book I is for students with very little knowledge of English. Book II is for students with at least one year of English instruction.

Morley, Joan. 1979. *Improving Spoken English.* Ann Arbor, MI: The University of Michigan Press. Listening and pronunciation exercises for intermediate level or higher ESL students.

INTERMEDIATE - ADVANCED

Carver, Tina and Fotinos, Sandra. 1977. *A Conversation Book: English in Everyday Life. Book Two.* Englewood Cliffs, NJ: Prentice-Hall Inc. Conversation book for intermediate and advanced ESL students. Focuses on idiomatic English as it is used in everyday conversations in a variety of situations.

Ockenden, Michael and Jones, Timothy. 1982. *Around Town: Situational Conversation Practice.* New York: Longman Inc. Conversational practice for intermediate and advanced students. Dialogues organized around different kinds of situations.

Wrigley, Heide Spruck. 1987. *May I Help You? Learning How to Interact with the Public.* Reading, MA: Addison-Wesley. Vocational ESL program designed to help students learn how to interact with customers in service encounters. Primarily listening comprehension, role-plays and pattern practice drills, but some exercises require intermediate reading and writing ability.

ADVANCED

Gilbert, Judy. 1984. *Clear Speech: Pronunciation and Listening Comprehension in American English.* Student's Book, Teacher Manual and Answer Key. New York: Cambridge University Press. Practice in pronunciation and listening comprehension for advanced students.

James, Gary, Whitley, Charles, and Bode, Sharon. 1980. *Listening In and Speaking Out.* Intermediate. New York: Longman, Inc. Accompanies tapes of monologues and discussions by and between native English speakers. Dictation practice, vocabulary review, summarizing and retelling skills, cloze exercises, discussion exercises.

III. READING MATERIALS

BEGINNER

Beal, Kathleen Kelley. 1982. *Entry to English. Book 1 -Teacher's Edition.* Austin, TX: Steck-Vaughn Co. Visual discrimination of objects and letters, spatial relationships, left-to-right and top-to-bottom orientation to reading, numbers 1 to 20, capital and small letters, alphabetical order. Reading readiness text for preliterates.

Wigfield, Jack. 1982. *First Steps in Reading and Writing.* Rowley, MA: Newbury House Publishers Inc. Reading and writing exercises for beginning adult students who already have some speaking and listening skills in English.

Zevin, Patricia E. 1986. *Oxford Picture Dictionary of American English Beginner's Workbook.* New York: Oxford University Press. Designed to go with the Oxford Picture Dictionary. Reading and writing exercises. Too difficult for preliterates.

BEGINNER - INTERMEDIATE

Berman, Aaron. 1977. Forestville Tales: *International Folk Stories.* New York: Collier Macmillan International. Eight illustrated folk stories followed by exercises. Supplementary reading for students with some English.

Johnson, Charles (ed.). 1981. *Hmong Folk Tales Retold in ESL.* St. Paul, Minn.: Linguistics Dept., Macalester College. Ten short folktales told in Hmong and in English, with drawings on each facing page. Wonderful for work with Hmong students, especially if they can read in Hmong.

INTERMEDIATE

Beers, J., Beech, L., McCarthy, T., Dauzat, S. and Dauzat, J. 1987. *Reading for Today. A Sequential Program for Adults. Books 1, 3, 5.*
Book 1 -- Students need to know some vocabulary to begin with. Exercises build from letters to consonant sounds to recognizing whole words in print. Many pictures.
Book 3 -- Sight words, phonics, oral language, grammar structures, life-coping themes.
Book 5 -- Similar to Book 3, but includes hints on reading for the main idea and emphasizes writing activities more.

Bodman, Jean and Lanzano, Michael. 1975. *No Hot Water Tonight.* New York: Collier Macmillan International. Adult ESL reader. Each story focuses on an aspect of life in the city and is followed by exercises and learning activities. Too difficult for preliterates, but good for work with more advanced students.

Ellowitch, Azi. 1983. *What's on Your Mind? Reading and Language Activities for Adult Basic Education Emphasizing Themes from the World of Work.* Selected fictional work-related readings, followed by comprehension questions, grammar exercises, etc. For students with good speaking/listening skills and some reading skill.

Galan, Fernando Javier. 1983. *One Summer.* New York: Cambridge. Story about urban life in large U.S. city. Short chapters, large type. Content especially appropriate for use with Hispanic students.

Reiff, Tana. 1979. *Juan and Lucy.* Belmont, CA: David S. Lake Publishers. Life Times series. Story about Hispanic couple. Divided into short chapters, in large type. Discussion/thought questions follow each chapter. Especially good for use with Hispanic students.

INTERMEDIATE - ADVANCED

Boyd, John R. and Boyd, Mary Ann. 1980. *Alice Blows a Fuse.* 50 Strip Stories in American English. Englewood Cliffs, NJ: Prentice-Hall Inc. Strip stories and accompanying exercises for the intermediate to more advanced reading student.

Community College of Philadelphia. *New Sights, New Visions. Vol. 3*, April 1984 and Vol. 4, December 1986. Collection of writings by CCP ESL students. Nice reading material for more advanced students. Can generate a lot of ideas for writing assignments, too.

Draper, C. G. 1985. *Great American Stories I. An ESL/EFL Reader.* Englewood Cliffs, NJ: Prentice-Hall Inc. Graded reader for intermediate to more advanced students. Reading skills practice, comprehension questions and grammar exercises follow each story.

Elementary Idea Starter Kit/Secondary Idea Starter Kit. Fresno,CA: The Fresno Bee, Education Services Dept. Ideas for using the newspaper in class. Elementary kit has basic locating information and simple writing exercises; secondary kit includes more critical thinking, problem-solving and writing activities. Nice resource for spicing up lessons for more advanced students.

Ellowitch, Azi. 1986. *Tell Me About It.* Philadelphia: Urban Studies and Community Services Center, LaSalle University. Stories written by adult students (ABE and ESL) from diverse cultural backgrounds. Includes a variety of activities: reading, writing, spelling, discussion. Can be used for different levels, but students need at least intermediate listening/speaking proficiency in English. Designed primarily for use with classes -- emphasis on group discussions.

Moongate Collections. Series of Illustrated Folktales from Around the World. Singapore: Federal Publications. Beautiful, hardcover folktales from different countries. Pictures can be looked at and discussed with less advanced students; text is appropriate for more advanced students. Total of ten different tales.

Numrich, Charles. 1985. *Living Tapestries.* Lima, OH: Fairway Press. Collection of legends and folk tales from the Hmong refugee community in Minneapolis. For more advanced students.

ADVANCED

Bernstein, Vivian. 1985. *America's Story. Book One - To 1865.* 2nd edition. Austin, TX: Steck-Vaughn Company. Selection of readings on American history from Columbus to the end of the Civil War. Designed for American elementary school children, but could be used with advanced students who are interested in learning about U.S. history.

Bodman, Jean and Lanzano, Michael. 1980. *No Cold Water, Either.* New York: Collier Macmillan International. Second in series of adult ESL readers. For students beyond level of No Hot Water Tonight.

Day, Nancy Raines. 1980. *Help Yourself to Health.* Syracuse, NY: New Readers Press. Nice reference on health issues for advanced students. Some charts and pictures, but mostly text. Topics addressed include: good nutrition, mental health, prescription and over-the-counter medication.

Ferreira, Linda and Vai, Marjorie. 1979. *Read On, Speak Out.* Rowley, MA: Newbury House. Series of articles from American journals and magazines on different subject areas. Variety of exercises follow each article. For very advanced students (such as those preparing to take the TOEFL test or to begin university level study).

Fox, Len. 1980. *Perspectives. An Intermediate Reader.* New York: Harcourt Brace Jovanich, Inc. Readings, drawn mostly from popular magazine articles, about life in the U.S.. Includes a variety of exercises after each lesson. Very difficult -- for very advanced students.

Gregg, Joan Young. 1981. *Communication and Culture.* A Reading- Writing Text. Belmont, CA: Wadsworth Publishing Company. Readings in introductory cultural anthropology (unadapted). Varied composition practice and some grammar instruction. For very advanced students only!

Markstein, Linda and Hirasawa, Louise. 1981. *Developing Reading Skills/Expanding Reading Skills.* Rowley, MA: Newbury House. Series for advanced readers -- develops reading skills, strategies and speed. Readings taken from non-fiction magazine and newspaper articles. Vocabulary simplified and articles edited in some cases.

IV. WRITING MATERIALS

BEGINNER

Wigfield, Jack. 1982. *First Steps in Reading and Writing.* Rowley, MA: Newbury House Publishers Inc. Reading and writing exercises for beginning adult students who already have some speaking and listening skills in English.

Zevin, Patricia E. 1986. *Oxford Picture Dictionary of American English Beginner's Workbook.* New York: Oxford Univ. Press. Designed to go with the Oxford Picture Dictionary. Reading and writing exercises. Too difficult for preliterates.

INTERMEDIATE

Rainsbury, Robert. 1977. *Written English: An Introduction for Beginning Students of English as a Second Language.* Englewood Cliffs, NJ: Prentice-Hall, Inc. Focuses on punctuation, spelling and combining sentences/clauses.

INTERMEDIATE - ADVANCED

Barasovska, Joan. 1978. *I Wish I Could Write! Ideas for Inspiring New Writers.* Syracuse, NY: New Readers Press. Ideas for writing assignments for adult literacy students. For students who have mastered the mechanics of writing and have some fluency in spoken English. Can be adapted to many proficiency levels. Contains some good ideas.

Blanton, Linda L. 1979. *Elementary Composition Practice: Book One. A Text for Students of English as a Second Language*. Rowley, MA: Newbury House. Composition practice for students with intermediate to advanced reading ability. Gives a reading passage followed by writing exercises, model compositions, etc. Deals with different kinds of writing and forms of rhetorical organization.

Brookes, Gay and Withrow, Jean. 1974. *10 Steps: A Course in Controlled Composition for Beginning and Intermediate ESL Students*. New York: Language Innovations, Inc. Writing/grammar practice for intermediate to advanced students.

Elementary Idea Starter Kit/Secondary Idea Starter Kit. Fresno, CA: The Fresno Bee, Education Services Dept. Ideas for using the newspaper in class. Elementary kit has basic locating information and simple writing exercises; secondary kit includes more critical thinking, problem-solving and writing activities. Nice resource for spicing up lessons for more advanced students.

Ellowitch, Azi. 1986. *Tell Me About It*. Philadelphia: Urban Studies and Community Services Center, LaSalle University. Stories written by adult students (ABE and ESL) from diverse cultural backgrounds. Includes a variety of activities: reading, writing, spelling, discussion. Can be used for different levels, but students need at least intermediate listening/speaking proficiency in English. Designed primarily for use with classes -- emphasis on group discussions.

ADVANCED

Gregg, Joan Young. 1981. *Communication and Culture. A Reading- Writing Text*. Belmont, CA: Wadsworth Publishing Company. Readings in introductory cultural anthropology (unadapted). Varied composition practice and some grammar instruction. For very advanced students only!

ALL LEVELS

Kennedy, Katherine and Roeder, Stephanie. 1975. *Using Language Experience with Adults: A Guide for Teachers*. Syracuse,NY: New Readers Press. Short how-to guide for teachers who want to use the language experience approach in student writing. Includes suggestions for practicing specific reading skills, as well as writing ideas.

V. GRAMMAR TEXTS

BEGINNER

Boggs, Ralph and Dixson, Robert. 1980. *English Step by Step with Pictures*. Revised edition. Text and workbook. New York: Regents Publishing Company. Illustrated text and accompanying workbook present a different grammatical structure in each unit. Units are sequences from easiest to most difficult. For beginning students.

BEGINNER - INTERMEDIATE

Molinsky, Steven and Bliss, Bill. 1983. *Line by Line. English Through Grammar Stories. Books One and Two.* Englewood Cliffs, NJ: Prentice-Hall Inc. Reading selections designed to provide practice on specific aspects of English grammar. Reading and writing text corresponds with Side by Side text - can be used separately or in conjunction with it. May be too difficult for preliterate beginners.

------------. *1980. Side by Side. English Grammar Through Guided Conversations. Book 1 and Activity Workbook 1A.* Englewood Cliffs, NJ: Prentice-Hall Inc. Dialogues designed to provide practice with specific grammatical structures of English, such as the verb 'to be,' verb tenses, pronouns, numbers, etc. Some lessons appropriate for beginners, others better for students with more English.

VanArsdall, Faye and Combs, Jane Hallock. 1981. *English -- Your Second Language. Teacher's Edition - Book 1.* Austin, TX: Steck-Vaughn Company. Grammar and vocabulary practice based on simple stories. Book 1 covers simple present and past tenses, present and past continuous tenses, wh- questions and future tense. Designed for adults.

INTERMEDIATE - ADVANCED

Schenk, Brian, Daly, Laura, Hulbert, Catherine, and Long, Jerry(eds.). 1984. *Watch Your Language. Book One.* New York: Cambridge Book Company. Grammar and usage exercises for adults. Includes diagnostic pretest to pinpoint trouble areas. For students with more advanced reading skills.

ADVANCED

Celce-Murcia, Marianne and Larsen-Freeman, Diane. 1983. *The Grammar Book: An ESL/EFL Teacher's Course.* Rowley, MA: Newbury House Publishers, Inc. Book on English grammar for ESL teachers. Organized into chapters, each dealing with one aspect of English grammar. Includes teaching suggestions for each area at end of each chapter. Ideas for working with advanced students.

O'Neill, Robert, Kingsbury, Roy, Yeadon, Tony, and Cornelius, Edwin, Jr. 1980. *American Kernel Lessons: Intermediate.* Grammar practice through pictures, situations and ongoing detective story. Fun way for advanced students to work on grammar problems.

Thomson, A. J. and Martinet, A.V. 1980. *A Practical English Grammar.* 3rd edition. Oxford: Oxford University Press. Reference grammar for advanced adult students.

VanArsdall, Faye and Combs, Jane Hallock. 1981. *English - Your Second Language. Book 5, Teacher's Edition.* Austin, TX: Steck-Vaughn Company. Covers structures such as gerunds, direct and indirect speech, sentence connectors, definite and indefinite articles. For very advanced students who already have a fair mastery of English grammar.

VI. PRONUNCIATION MATERIALS

BEGINNER

Bassano, Sharron. 1980. *Sound Easy Series*. Hayward, CA: Alemany Press. Phonics workbooks for beginning ESL students. Sounds Easy! (vowel sounds) Consonants Sound Easy! Initial Clusters Sound Easy! Final Clusters Sound Easy!

INTERMEDIATE

Kirn, H. Elaine. 1986. *Everyday Spelling Workbook*. Chicago: National Textbook Company. Phonics and spelling workbook with exercises on sound-letter correspondences and basic spelling patterns of English. For intermediate or more advanced students.

ADVANCED

Gilbert, Judy. 1984. *Clear Speech: Pronunciation and Listening Comprehension in American English*. Student's Book, Teacher Manual and Answer Key. New York: Cambridge University Press. Practice in pronunciation and listening comprehension for advanced students.

ALL LEVELS

English Language Services, Inc. 1967. *Drills and Exercises in English Pronunciation: Stress and Intonation, Part 1*. New York: Collier Macmillan International, Inc. Practice and drill exercises on word and word combination stress. Can be used as supplementary pronunciation resource for beginning, intermediate, or advanced adult students.

Rice, Gail. *Focus on Phonics*. New York: New Reader's Press. Series of phonics workbooks, each of which focuses on a different kind of sound-symbol relationship.
1 - Sounds and Names of Letters (beginners)
2b - Consonant Blends
3 - Long Vowel Sounds

VII. SPELLING TEXTS

INTERMEDIATE

Kirn, H. Elaine. 1986. *Everyday Spelling Workbook*. Chicago: National Textbook Company. Phonics and spelling workbook with exercises on sound-letter correspondences and basic spelling patterns of English. For intermediate or more advanced students.

VIII. MISCELLANEOUS TEACHING RESOURCES

Beal, Kathleen Kelley. 1981. *Speaking of Pictures. English as a Second Language Book One*. Austin, TX: Steck-Vaughn Co. Ten large pictures on themes of "preparing dinner" and "potluck picnic." Workbook exercises to go with each picture focus on vocabulary, sentence patterns, discussion, reading, writing a short story. Can be adapted to almost any level.

McPartland, Pamela. 1981. *American Idioms - Take It Easy*. Englewood Cliffs, NJ: Prentice-Hall. Book of verb idioms in English. Organized around topics like love, work, travel, etc. Exercises for advanced students, but any level of student can benefit from learning idioms.

The Oxford Picture Dictionary of American English. 1984. New York: Oxford University Press. Dictionary for beginning students of English. Words organized around themes, such as rooms in house, articles of clothing, etc. All accompanied by color drawings so that students can match word to picture. Excellent teaching aid.

Reck, Deborah, Bentson, Marilyn, Gage, Julia, et al. 1985. *Tutoring ESL: A Handbook for Volunteers*. Tacoma, WA: Volunteer Training Project of the Tacoma Community House. Training and reference manual for ESL tutors.

Sion, Christopher, (ed.). 1985. *Recipes for Tired Teachers. Well- Seasoned Activities for the ESOL Classroom*. Addison-Wesley. Different activities and games for all kinds of language practice. Most for intermediate to advanced students, but a few also appropriate for beginners.

Steinberg, Jerry. 1983. *Games Language People Play*. Agincourt, Ontario, Canada: Dominie Press Limited. Language games for all levels -- provides practice in listening, speaking, reading, writing. Most games require ten or more people, so more suitable for use in class than in tutoring situation.

Vianna, Fernando de Mello (ed.). 1981. *The Large Type American Heritage Basic Dictionary*. Boston: Houghton Mifflin Co. Large type, no illustrations. Useful reference for spelling, meaning, grammar. For intermediate to advanced students who can read some, know alphabetical order.

Wright, Andrew. 1984. *1000 Pictures for Teachers to Copy*. Addison-Wesley Publishing Company. Book of drawings for teacher to trace, copy or photocopy for use in the language class. Includes directions on how to draw additional pictures and suggestions for use of drawings in class. For any level.